# DOCUMENT RESUME

ED 148 680 SO 010 564

TITLE The New Model Me: High School Student Book.
INSTITUTION Educational Research Council of America, Cleveland, Ohio.; Lakewood Public Schools, Ohio.; Ohio State Dept. of Education, Columbus.
PUB DATE 73
NOTE 222p.; For related documents, see ED 061 521 and SO 010 561-565
AVAILABLE FROM Order Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 ($2.20 paperbound, discounts available)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Aggression; *Anti Social Behavior; *Behavior; Emotional Response; Family Relationship; Friendship; Humanistic Education; Human Living; *Interpersonal Competence; Interpersonal Relationship; *Learning Activities; Peer Relationship; Psychological Needs; Secondary Education; Self Concept; *Social Behavior; *Social Development; Social Responsibility; Social Studies; Values

ABSTRACT

The workbook contains activities and readings to help high school students better understand why people behave as they do and how to apply that knowledge to their own behavior and that of others. The activities focus on developing skills for dealing with frustrations and aggressive feelings which students will meet in school and throughout life. Six units comprise the book. "Human Behavior" relates how one's needs, personal resources, immediate physical settings, and other factors influence behavior. "Controls" focuses on the outside world and how it affects a person's feelings about himself and others. "Real Self" increases awareness skills and the importance of personal values. "Values" contains activities which help identify the feelings, needs, and attitudes that suggest what students want in their lives. "Response" examines various methods people use to deal with attitudes, frustrations, and problems. "Change" utilizes evaluation skills to help students see how the course has changed them, their environment, and their peers. Specific activities include deciding whom to exclude from a bomb shelter, working in groups to build physical structures, and role playing conflict situations in the home. (Author/AV)

***********************************************************************
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
***********************************************************************

ED148680

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
John R. Rowe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

# ME
THE NEW MODEL

# HIGH SCHOOL STUDENT BOOK

AN ESEA TITLE III
PROJECT GRANTED BY
THE OHIO DEPARTMENT
OF EDUCATION

SO 010 564

THIS MATERIAL WAS COOPERATIVELY PREPARED BY THE LAKEWOOD CITY PUBLIC SCHOOL SYSTEM, THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA.

LAKEWOOD CITY PUBLIC SCHOOL SYSTEM
1470 WARREN ROAD/LAKEWOOD, OHIO 44107

THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA
THE ROCKERFELLER BLDG./CLEVELAND, OHIO 44115

The work presented or reported herein was performed pursuant to a Grant from the Title III, ESEA Office, Ohio Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by the Ohio Department of Education should be inferred.

Copyright ©1973
Lakewood City Board of Education
Educational Research Council of America

# CREDITS

"Rust in Peace": Page 55-57, By J. H. Dole in "Yale Record"

Osrin Cartoon: Page 59, By permission of Raymond Osrin

"Miss Peach" by Mell Lazarus: Pages 82 & 84, Courtesy of Publishers-Hall Syndicate

From "why am i afraid to tell you who i am?": Page 86, Reprinted with permission from Argus Communications, 3505 N. Ashland Avenue, Chicago, Illinois, 60657

From "Awareness: Exploring, Experimenting, Experiencing": Page 95, By John O. Stevens © 1971 Real People Press, Moab, Utah, Reprinted with permission

"Ziggy" by Tom Wilson: Page 105, Copyright 1971, Universal Press Syndicate, Reprinted with permission

From "Gestalt Therapy Verbatim": Page 109, By Frederick S. Perls © 1969, Real People Press, Moab, Utah, Reprinted with permission

From "The Third Force": Page 112, By Frank Goble, Copyright © 1970 by Thomas Jefferson Research Center, Reprinted by permission of Grossman Publishers

"Dear Abby": Page 122, By permission of Abigail Van Buren

"Berry's World" by Jim Berry: Page 138, Reprinted by permission of Newspaper Enterprise Association

"Broken Squares": Page 162, From "Structured Experiences for Human Relations", By William Pfeiffer and John E. Jones, Reprinted with permission of University Associates Press

From "Realms of Meaning": Page 163, By Philip H. Phenix, © 1964 by Philip H. Phenix, Used with permission of McGraw-Hill Book Company

"Ponytail" by Lee Holley: Page 181, By permission of King Features Syndicate

"Smidgens" by Bob Cordray: Page 191, By permission of National Newspaper Syndicate-Chicago

"A Tale of Two Pigs": Page 194, From "Why System Engineering" by Corrigan and Kaufman, By permission of Fearon Publishers

From "Sometimes A Great Notion": Page 202, By Ken Kesey, Copyright © 1963, 1964 by Ken Kesey, Reprinted by permission of The Viking Press, Inc.

"Age of Non-Man Heralded by Stingless Bee, Fuzzless Peach": Page 215, By Russell Baker, © 1964 by The New York Times Company, Reprinted by permission

**ART**

**SCOTT JOHNSON**
PAGES — vi, Model, 1, 4, 5, 9, 10, 12, 16, 20, 23, 27, 35, 38, 40, 46, 51, 53, 55, 57, 58, 71, 79, 82, 86, 94, 101, 112, 115, 118, 120, 125, 126, 127, 134, 135, 140, 141, 142, 143, 144, 146, 153, 156, 158, 166, 169, 174, 176, 179, 185, 189, 194, 195, 196, 201, 202, 204, 206, 214, 215, 216, 222, 223

**JOHN J. PLUT**
PAGES — Complete text design, Model, 1, 35, 40, 69, 79, 82, 100, 102, 115, 153, 201

**THOMAS J. KENNEDY**
PAGES — Model, 8, 49, 68, 73, 219, 220, 221

**KENNETH L. SHIPLEY**
PAGE — 11

**PHOTOGRAPHY**

**JAMES A. HATCH**
PAGES — 4, 5, 12, 15, 28, 33, 38, 40, 54, 61, 62, 64, 65, 84, 91, 98, 107, 110, 118, 120, 128, 129, 139, 151, 156, 161, 172, 186, 192

**KATHY FUDURIC**
PAGE — 102

# PARTICIPATING AGENCIES FOR THE NEW MODEL ME PROJECT

## LAKEWOOD CITY PUBLIC SCHOOL SYSTEM

Dr. Robert C. Cawrse, Superintendent
Project Members:
Dr. Theodore Buerger, Project Director (Director of Pupil Personnel, Research, and Federal Programs)
Mr. John R. Rowe, Project Coordinator/Writer
Mr. William T. Dresser, High School Coordinator/Writer
Dr. Daniel Kalish, Project Evaluator/Writer
Mrs. Lenore Sherck, Contributing Writer
Mrs. Marjory Weber, Contributing Writer
Mrs. Judith Halvacs, Contributing Writer
Dr. Sandra McPherson, Evaluator (Director of Research, Cleveland Guidance Center)
Mr. John Plut, Graphic Design (Graphic Designer, Ernst & Ernst)
Mr. Scott Johnson, Illustrator (Student, Cleveland Institute of Art)
Mr. Thomas J. Kennedy, Art Preparation (President, Graphic Haus)

## THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA

Dr. George Baird, Executive Director
Project Members:
Dr. Ralph H. Ojemann, Director of Curricula for Youth Projects (Director of Child-Educational Psychology and Preventative Psychiatry Department)
Dr. John Evans, Business Manager of Curricula for Youth Projects (Business Manager and Treasurer)
Dr. Eddie Myers, Project Coordinator/Writer (Assistant Director of Child-Educational Psychology and Preventative Psychiatry Department)
Mr. Renick Brandt, Project Consultant/Writer (Research Associate, Child-Educational Psychology and Preventative Psychiatry Department)
Miss Zarin E. Randeria, Project Consultant/Writer (Research Associate, Child-Educational Psychology and Preventative Psychiatry Department)
Miss Florence Keck, Editor (Research Assistant, Child-Educational Psychology and Preventative Psychiatry Department)

# TABLE OF CONTENTS

THE NEW MODEL ME .......... v

UNIT I HUMAN BEHAVIOR .......... 1
  Table of Contents .......... 3
  Why Study Human Behavior? .......... 4
  Objectives .......... 6
  Activities .......... 9
  In Conclusion .......... 34

UNIT II CONTROLS .......... 35
  Table of Contents .......... 37
  Why Study Controls? .......... 38
  Objectives .......... 40
  Activities .......... 42
  In Conclusion .......... 78

UNIT III REAL SELF .......... 79
  Table of Contents .......... 81
  Why Study Real Self? .......... 82
  Objectives .......... 84
  Activities .......... 87
  In Conclusion .......... 113

UNIT IV VALUES .......... 115
  Table of Contents .......... 117
  Why Study Values? .......... 118
  Objectives .......... 120
  Activities .......... 122
  In Conclusion .......... 152

UNIT V RESPONSE .......... 153
  Table of Contents .......... 155
  Why Study Response? .......... 156
  Objectives .......... 158
  Activities .......... 160
  In Conclusion .......... 199

UNIT VI CHANGE .......... 201
  Table of Contents .......... 203
  Why Study Change? .......... 204
  Objectives .......... 206
  Activities .......... 211
  A Commitment to Change .......... 219
  Needed Studies and Research .......... 222

# THE NEW MODEL ME

## An Operator's Guide to Coping with Frustration and Aggression

*The New Model Me* is a high school curriculum designed to help you better understand why people do what they do and how to apply this knowledge to the behavior of self and others. Your student book and the activities it suggests may help you become more aware of your own behavior and more effective in interactions with others. The activities will develop skills for dealing with the frustrations and aggressive feelings that arise from the difficult decisions you face. The course is designed to provide a foundation of skills and understandings to help you deal with difficult situations both now and throughout your life.

*The New Model Me* contains six units: *Human Behavior, Controls, Real Self, Values, Response,* and *Change.* The *Human Behavior Unit* relates how one's needs, personal resources, immediate physical settings, and other factors influence behavior. The activities contained in the *Human Behavior Unit* provide the springboard into a deeper examination of the controls over your life.

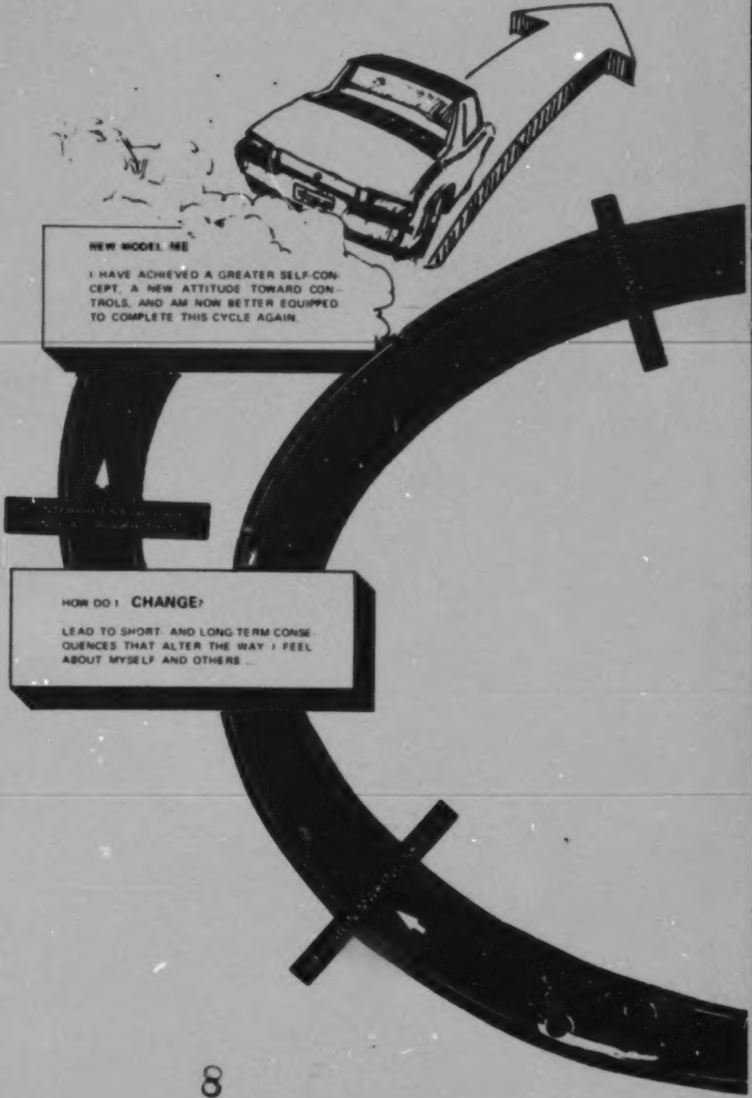
In the *Controls Unit,* the focus is on the outside world and how it affects you and your feelings about yourself and others. This unit is designed to help you better tell the difference between outside controls that help you grow as a person and those that keep you from growing. The activities in the *Controls Unit* provide the basis for a deeper examination of the real self.

The *Real Self Unit* presents activities that increase awareness skills, which may help you to recognize what is happening within and around you. This unit may help you become more aware of how you feel about yourself and those around you and why you feel the way you do. You can answer the question "Who Am I?" in large part by becoming increasingly aware of yourself and your needs and feelings. You may come to realize that your personal values strongly influence the way you deal with your needs and feelings.

The *Values Unit* provides numerous opportunities to help you clarify your values. The activities help you identify the feelings, needs, and attitudes that may suggest what you want in life. Your values provide a structure with which to find some consistency in your life. They are a part of your personal resources that may help you to develop your own personal identity. By increasing your skill in value clarification, you may be in a much better position to explore your responses to life's situations.

In the *Response Unit*, you will examine methods people select to deal with attitudes, frustrations, aggressive feelings, and problems. The more ways you have to respond to a situation or feeling, the better able you will be to select the most helpful response. This unit also emphasizes the need to take responsibility for your decisions. Getting in touch with your own behavior may cause you to ask, "How does knowledge of this interaction change me?"

In the last unit — *Change* — you are encouraged to utilize evaluation skills to help you see how the responses you have made during this course have changed you, your environment, and the people involved in your actions. The activities in this unit are designed to help you review, evaluate, and deal with change in your life.

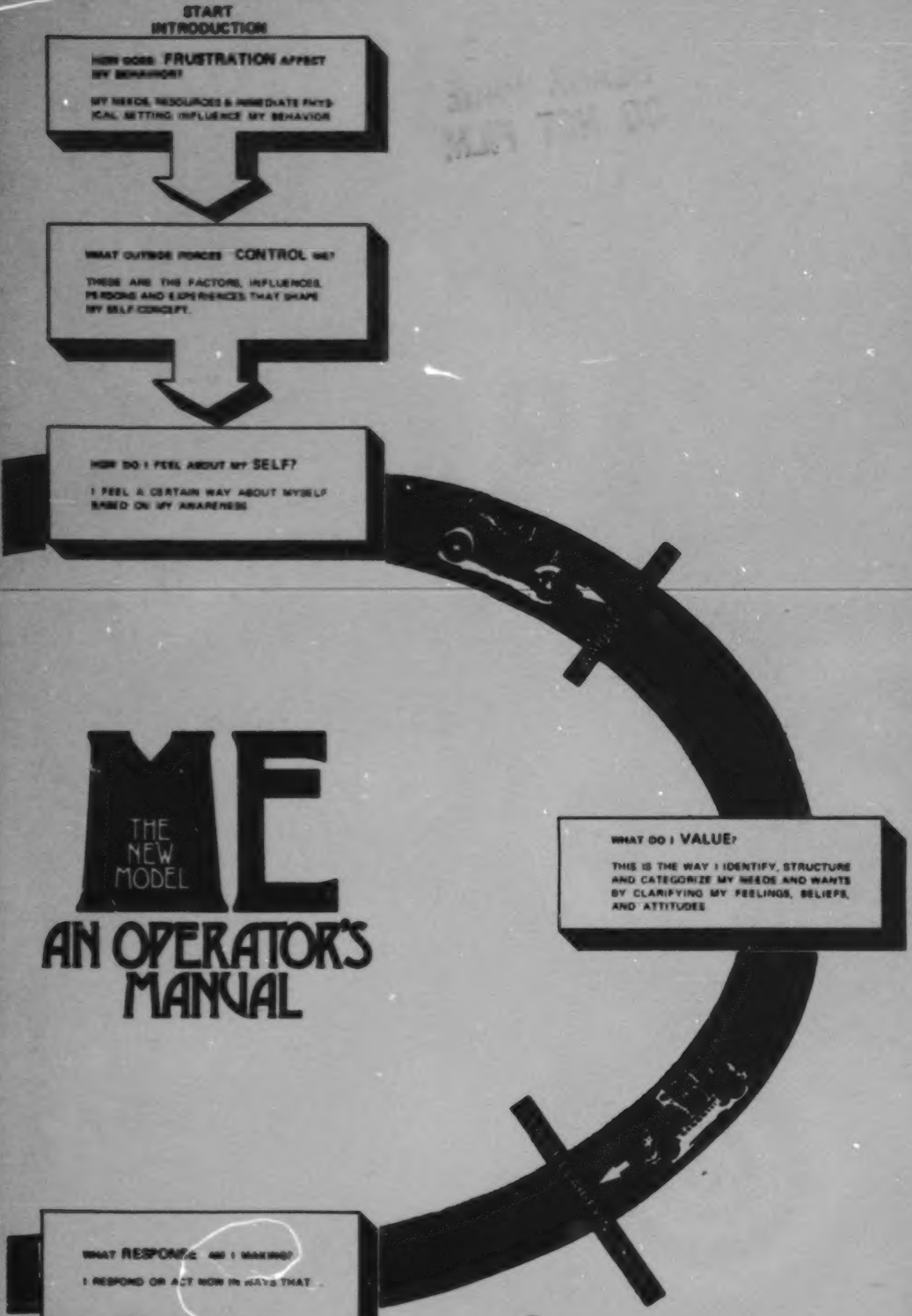


**NEW MODEL ME**

I HAVE ACHIEVED A GREATER SELF-CONCEPT, A NEW ATTITUDE TOWARD CONTROLS, AND AM NOW BETTER EQUIPPED TO COMPLETE THIS CYCLE AGAIN.

HOW DO I **CHANGE?**

LEAD TO SHORT- AND LONG-TERM CONSEQUENCES THAT ALTER THE WAY I FEEL ABOUT MYSELF AND OTHERS ...



START
INTRODUCTION

HOW DOES **FRUSTRATION** AFFECT MY BEHAVIOR?

MY NEEDS, RESOURCES & IMMEDIATE PHYSICAL SETTING INFLUENCE MY BEHAVIOR

WHAT OUTSIDE FORCES **CONTROL** ME?

THESE ARE THE FACTORS, INFLUENCES, PERSONS AND EXPERIENCES THAT SHAPE MY SELF CONCEPT.

HOW DO I FEEL ABOUT MY **SELF?**

I FEEL A CERTAIN WAY ABOUT MYSELF BASED ON MY AWARENESS

# ME
THE
NEW
MODEL
AN OPERATOR'S
MANUAL

WHAT DO I **VALUE?**

THIS IS THE WAY I IDENTIFY, STRUCTURE AND CATEGORIZE MY NEEDS AND WANTS BY CLARIFYING MY FEELINGS, BELIEFS, AND ATTITUDES

WHAT **RESPONSE** AM I MAKING?

I RESPOND OR ACT NOW IN WAYS THAT . . .

# UNIT 1

ME

THE
NEW
MODEL

10

# TABLE OF CONTENTS
# UNIT I - HUMAN BEHAVIOR

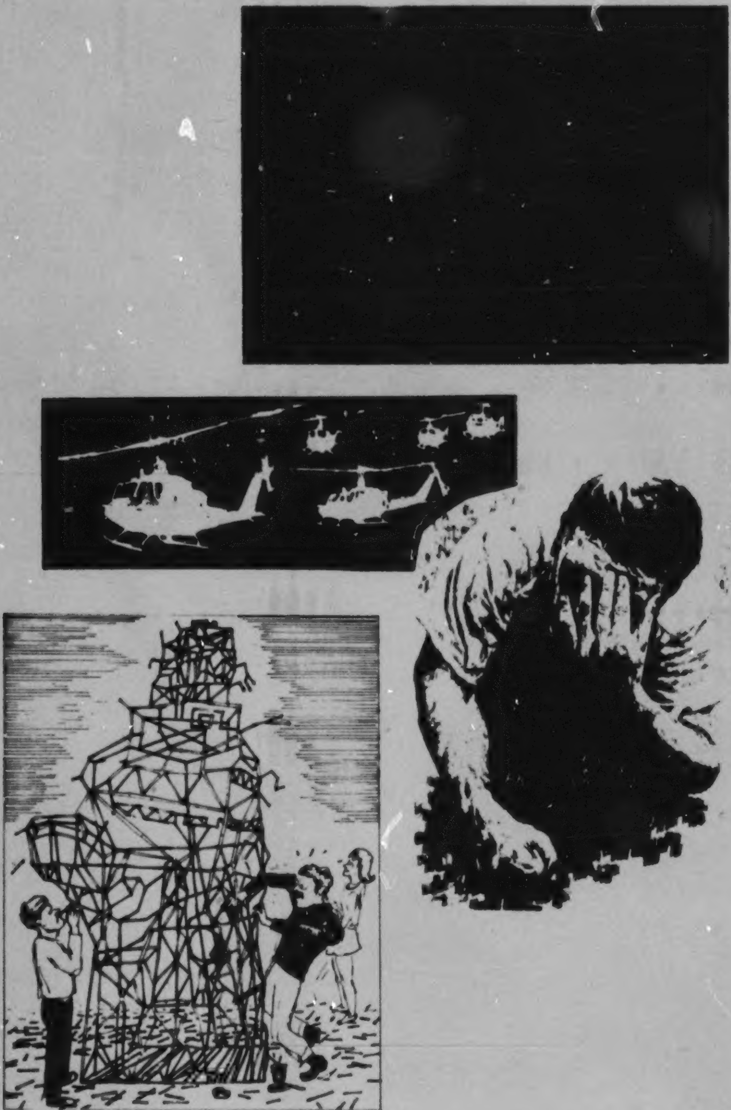
WHY STUDY HUMAN BEHAVIOR ........................ 4
OBJECTIVES ........................................ 6
Notes to Myself ................................... 8
Activity 1 - "Straw Tower" ........................ 9
Activity 2 - "What Is Behavior?" .................. 10
WHAT ARE SOME WAYS WE BEHAVE? ..................... 11
Activity 3 - "Why Study Behavior?" ................ 12
THE CAUSAL APPROACH TO HUMAN BEHAVIOR ............. 13
OF HUMAN NEEDS .................................... 15
THE BEHAVIOR EQUATION ............................. 17
Activity 4 - "Hierarchy of Needs" ................. 18
Activity 5 - "Frustration Is" ..................... 19
FRUSTRATION ....................................... 20
FRUSTRATION FLOW CHART ............................ 22
PROCESSING A BEHAVIOR ............................. 24
Activity 6 - "A Letter to the Coach" .............. 25
Activity 7 - "Bomb Shelter Dilemma" ............... 26
Activity 8 - "Attitudes and Skills" ............... 28
Activity 9 - "Personal Inventory" ................. 29
Activity 10 - "Immediate Physical Setting - Role Play" ....... 30
Activity 11 - "Chris" ............................. 32
Activity 12 - "Putting the Behavior Equation to Music" ...... 33
IN CONCLUSION ..................................... 34

# WHY STUDY HUMAN BEHAVIOR?

The most important thing about everyone is that he is a human being — an individual with basic human needs, wants, and feelings. Each of us selects his own ways to satisfy his needs, get what he wants, and express how he feels. At times these ways of behaving are automatic or routine, such as when a person falls asleep, eats a meal, or combs his hair. At times these behaviors are personal and private, such as when a person sits alone to daydream, plan goals, or organize thoughts. And at times, these behaviors involve interactions with others, which include all the ways a person acts with or reacts to other people. As a human being, the individual satisfies his needs, wants, and feelings with behaviors that almost always affect other people.

One purpose of this unit is to consider the causes of human behavior — why people act as they do. When he makes decisions, the individual must examine the probable consequences of his actions. Thus, a second purpose is to consider the effects of human behavior on both self and others, so that one can live more effectively as an individual and as a member of various social groups.

# OBJECTIVES



At the end of this unit, you should be able to:

1. Write down one of your specific behaviors.
2. List two possible needs that might motivate the behavior you listed.
3. List the resources you used to satisfy this need.
4. State evidence that will help determine whether or not the physical setting had an effect on your behavior.
5. List some possible alternatives to the behavior you listed and cite some possible effects for each alternative.

# NOTES TO MYSELF

Go to the dimestore or the drugstore and buy a small spiral notebook (5 x 7).

On page one, write your name, the date, and the words Notes to Myself.

Call it "Notes to Myself" instead of a diary because a diary demands that you write in it every day. You need only write in "Notes to Myself" when you have something you want to say.

On page two, you may want to write down the formula for the "Behavior Equation" that will be discussed in this unit. Refer back to this formula whenever you want to analyze one of your actions, or when you have an important decision to make.

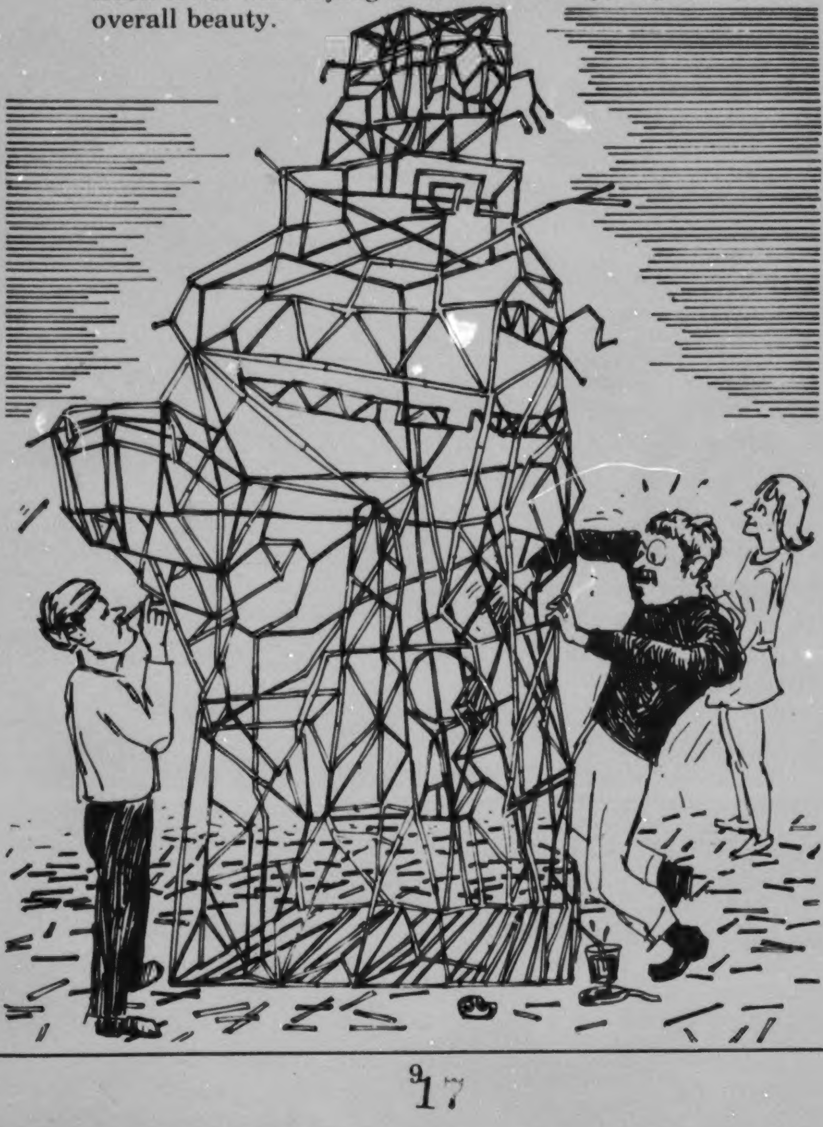
- Take notes on the activities you do in class.
- Date each entry. Include all the activities you do.
- Both in and out of class focus especially on what you want - what is important to you here and now - and write it down.
- After experiencing something, catch up with where you are here and now, answering "I learned" statements:
    - I learned that...
    - I discovered that I...
    - I was surprised that I...

Important: Writing notes to yourself will help you understand your behavior better. Use your Notes to Myself to keep track of yourself in process. Ideas gain power by being put down in words on paper. Watching your thoughts flow and grow shows your shape and shadow.

# ACTIVITY 1 STRAW TOWER

This is an activity to help you identify some of your responses in a group task situation.

- Each group will build a tower at least five feet high, using plastic straws and scotch or masking tape.
- The groups will have 15 minutes to complete the task.
- Each tower will be judged on its creativity, originality, and overall beauty.



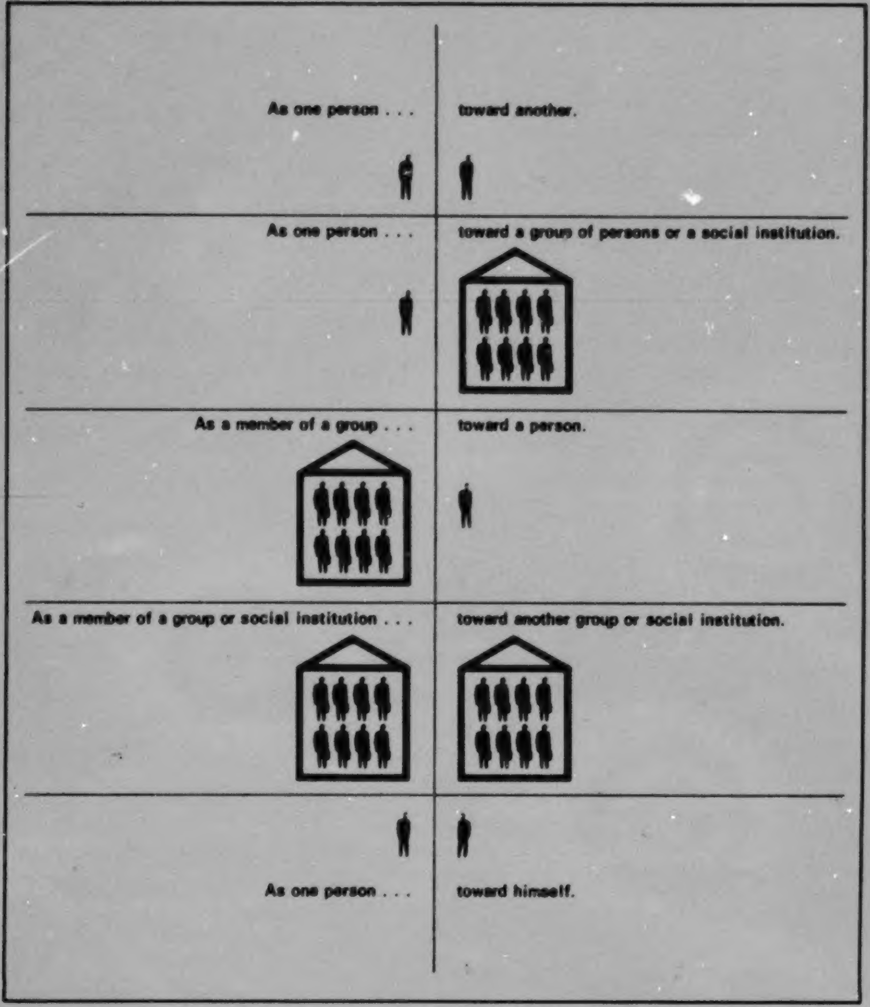
# ACTIVITY 2 WHAT IS BEHAVIOR?

This is an activity to help you define behavior.

This book deals with human behavior. Before starting to look at different kinds of behavior, it may be helpful to define behavior. Close your eyes for a minute and think about all the words that come to your mind when you think of the word "behavior." Get together with another student to form a dyad. Have one partner continually say the word "behavior" and the other say the first word that comes to his mind. Each time one person says "behavior" the other should say a new word. This activity ends when the other person can no longer think of a new word. Try to write down all the words and then look them over together.

BEHAVIORISTS BEFORE AND AFTER WATSON INVESTIG
STIMULI AN NCES ATOMISTICALLY
DOWN THE PROCESS NO POSSIBILITY
DISCERNED THORNDIKE'S TRIAL AN
ANALYSIS

# WHAT ARE SOME OF THE WAYS WE BEHAVE?



As one person . . . toward another.

As one person . . . toward a group of persons or a social institution.

As a member of a group . . . toward a person.

As a member of a group or social institution . . . toward another group or social institution.

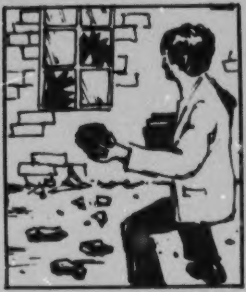
As one person . . . toward himself.

## ACTIVITY 3 WHY STUDY BEHAVIOR?

This is an activity to help you experience the different ways people see human behavior.

To include a unit about understanding human behavior in this book implies that perhaps people do not always respond to behavior in an understanding way.

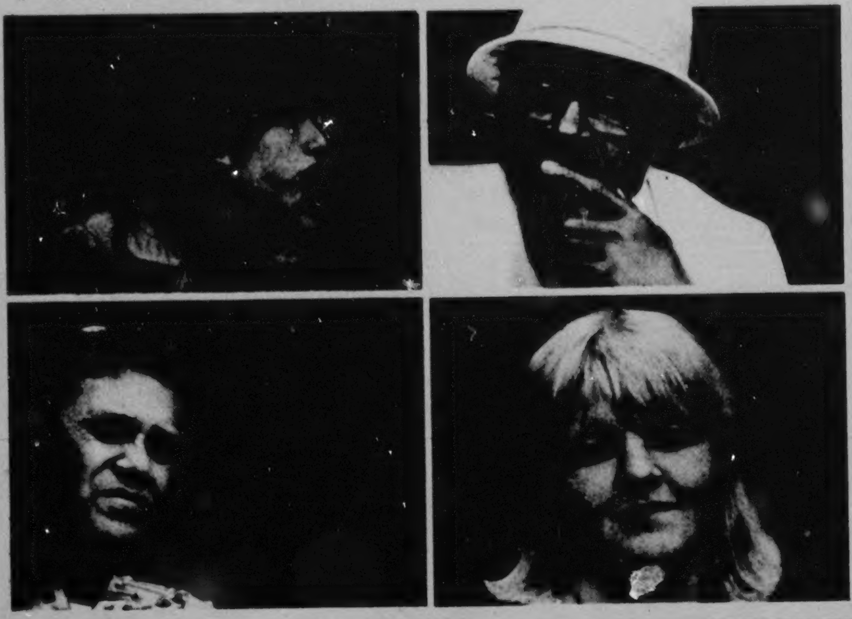
Here are some ways people may respond to this picture:



- Superficial judgment:
  "He did that just for kicks."
- Prejudicial indictment:
  "You can expect that from one of *them*."
- Generalized conclusion:
  "He's probably responsible for all the trouble we've had around here."

All of these reactions to the pictured behavior consider only what is shown on the *surface*.

For each of the following photographs, state a reaction you feel people often would express in response to the behavior shown.



# THE CAUSAL APPROACH TO HUMAN BEHAVIOR

There are many theories about human behavior. The one that we are going to use in this book is called "The Causal Approach to Human Behavior." It was developed by Dr. Ralph H. Ojemann through research at the Educational Research Council of America and the State University of Iowa. Dr. Ojemann calls his theory the "causal approach" because it investigates the causes or reasons why a person acts a certain way. To help understand the causal approach to behavior, Dr. Ojemann has developed a "behavior equation." This is a simple formula that sums up the key factors involved in human behavior. Dr. Ojemann has written a brief explanation of the behavior equation. You may find the wording and vocabulary a little difficult, but if you re-read it carefully and discuss it with your classmates, you will have a better understanding of the causal approach.

## A BEHAVIOR EQUATION

by

Dr. Ralph H. Ojemann

A study of a wide variety of behavior patterns suggests that we may group the factors to be considered into three large categories:

(1) The first group consists of the *motivating forces* the person is trying to satisfy. Examples are (a) the feeling or drive we call hunger, (b) the demand for activity after we have been sitting for some time and (c) the desire for self-respect or self-worth.

The goal a person is trying to satisfy may be a conscious one, such as trying to satisfy a feeling of hunger by securing food. The goal may be a relatively unconscious one that is very difficult to identify, such as trying to make up for a feeling of worthlessness by bullying. The forces may vary in strength from person to person and vary in strength at different times in the same person.

(2) The second group of factors includes the available *psychological and physical resources* that the individual has at the moment for satisfying the motivating forces. These resources consist of skills, ideas, attitudes, available physical energy, and similar items that are called into play to help the organism achieve its goal. They represent the organization of the nervous and muscular systems at the time the motivational force is passing into action.

The concept of resources can be illustrated by a simple example. Suppose a one-year-old refuses to go to bed when it is time. He may object vocally and physically. If the parent insists, he may cry. Suppose a careful study of the child and the situation shows that on this particular day the child's activity was restricted, and other factors further indicate that the child is not tired. Probably the child has not yet learned to identify that feeling and to express it verbally in a way that is convincing to the parent. Hence he uses other methods to delay going to bed - methods that are within the range of his abilities. After he has learned to identify the problem and to express himself verbally, he may try verbal expression first.

(3) The third group of factors is the nature of the *immediate physical setting*. The behavior always takes place in surroundings and often may involve some part of the surroundings. For example, if a child took another's play material, it must have been accessible so he could grasp it. If it had not been accessible, the child's behavior would have been different. If he had been able to see it but not reach it, he might have worked out an indirect method to get it.

A summary of these observations in the form of a behavior equation is written as follows:

Motivating Force + Resources + Immediate Physical Setting = Behavior

An abbreviation of the equation is: Mf + R + IPS = Behavior. (In this equation the plus signs mean "interacting with." They are not the additive signs of arithmetic. They are like the plus signs in an equation of dynamic relationship, for example, in a chemical equation. The various factors in the equation interact.)

# OF HUMAN NEEDS

To be human is to be vulnerable — to have needs and wants, to feel and to care. As *human beings,* people share in common basic *motivating forces* (needs), which give energy and direction to their behavior. As growing persons, each person is faced with such tasks as:

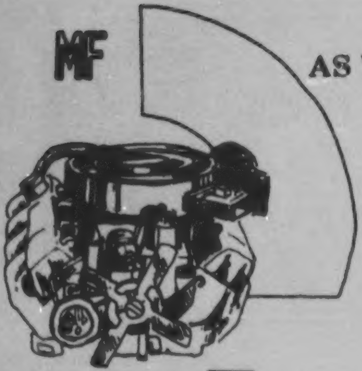
- achieving a measure of self-respect — being a person in one's own right, recognized as a significant person
- achieving a feeling of belonging — through achieving a measure of acceptance, a degree of love from certain others
- achieving a measure of emotional security — a feeling of control over or protection from things that might injure or hurt
- dealing with sex feelings
- dealing with demands for activity, rest, and other tissue needs
- satisfying hunger or thirst

## OF INDIVIDUAL RESOURCES

Faced with the tasks of living noted above, each individual selects methods to work out his needs and feelings. What methods he selects depends upon the unique personal resources he has as an individual, such as knowledge, skills, perceptions of the moment, attitudes, values, and available energy.

## OF IMMEDIATE PHYSICAL SETTING

An individual's behavior is also affected by the physical setting, which involves everything in the setting of the behavior at a given time.

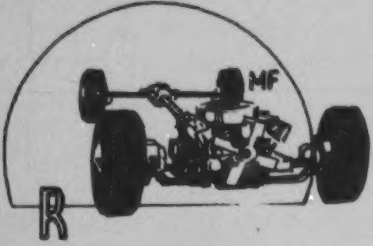


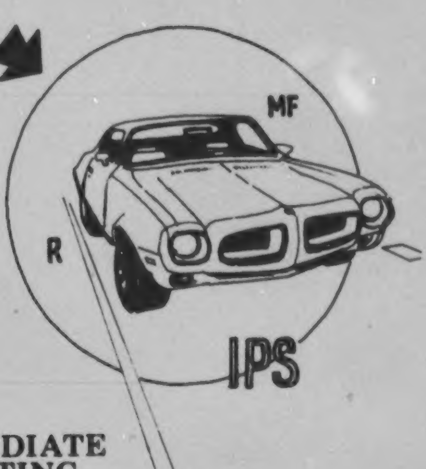
AS WE TRY TO WORK OUT

OUR MOTIVATING FORCES
(NEEDS)

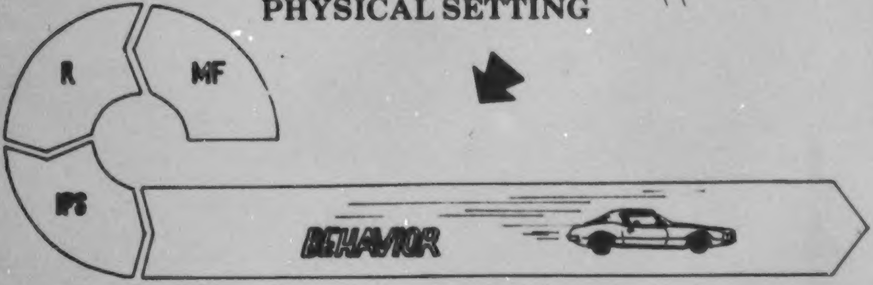
THEY INTERACT WITH

OUR PERSONAL RESOURCES





AND THE IMMEDIATE
PHYSICAL SETTING



# THE BEHAVIOR EQUATION

The behavior equation is written like this, with the plus sign meaning "interacting with",

MF + R + IPS = BEHAVIOR → Immediate and long-term effects

Behavior can be:

CONSTRUCTIVE, NEUTRAL, OR DESTRUCTIVE

depending in each particular instance upon the person's motivating forces (needs), personal resources, and immediate physical setting.

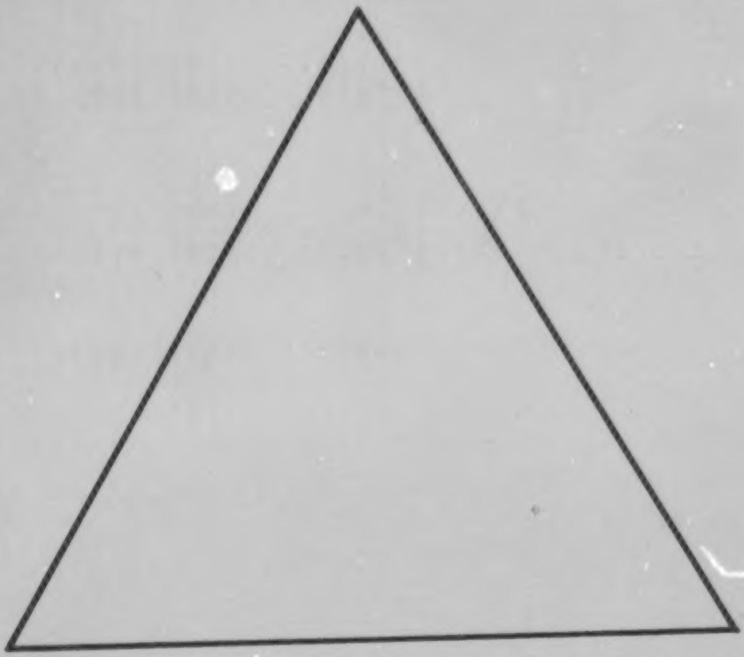
**THOUGHT STARTER:**

"A man doesn't live by bread alone. He needs buttering up once in awhile." - Max Rogers

# ACTIVITY 4 HIERARCHY OF NEEDS

This is an activity to help you learn more about human needs.

For the next five minutes, think about all the different kinds of needs a person seeks to fulfill in his daily living. Write these words outside the triangle.



**THOUGHT STARTER:**

"Love is the ability to respond to the needs of people before they ask for it." - Theobald

## ACTIVITY 5 FRUSTRATION IS. . .

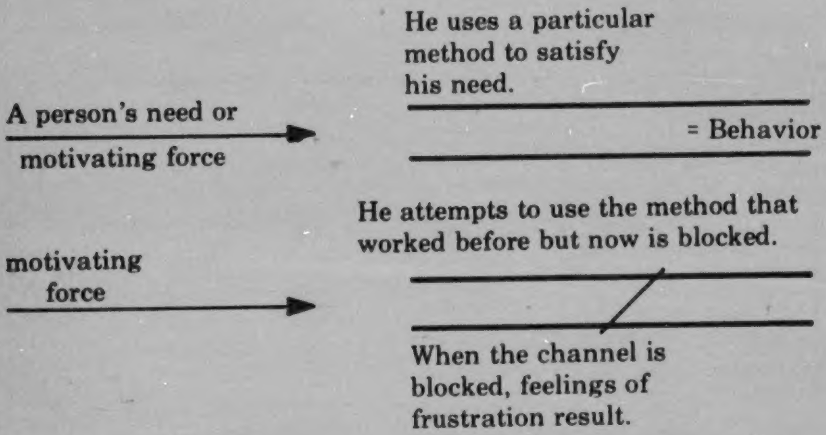
This is an activity to help you discuss some of your frustrations.

Close your eyes for a minute and think of some frustrations you have been experiencing lately. Examples are: "Frustration is a car that won't start." "Frustration is forgetting your locker combination." "Frustration is calling your girlfriend and getting a busy signal." After you have thought about your frustrations, illustrate two you have had recently.

# FRUSTRATION

Frustration occurs when a person has a need that he is trying to satisfy, and the method he uses to satisfy that need is blocked.

This can be diagrammed as noted below:



He uses a particular method to satisfy his need.

A person's need or motivating force

= Behavior

He attempts to use the method that worked before but now is blocked.

motivating force

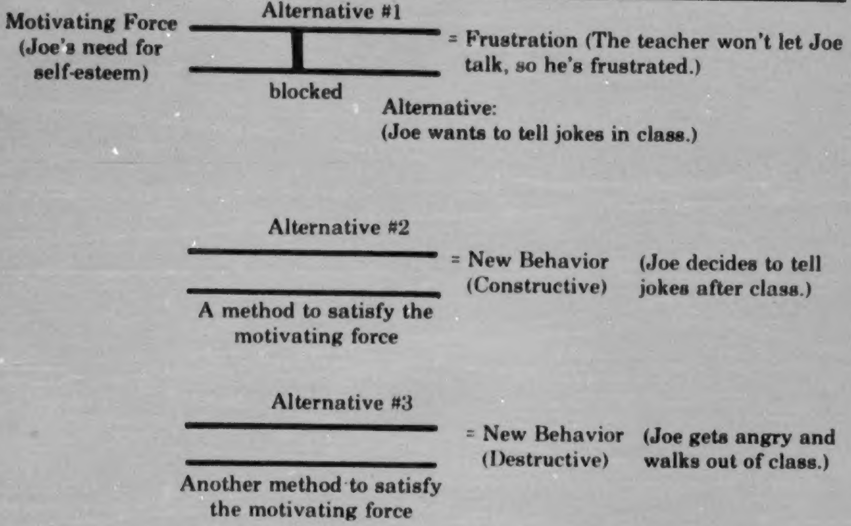
When the channel is blocked, feelings of frustration result.

**Example:**

Joe has a need for self-esteem. To satisfy his need, he can use his knowledge and skills by telling jokes to get the attention of the class. If his teacher prevents his disrupting the class, he probably will become frustrated.

Whether the frustration is a little uncomfortable or whether it becomes extremely uncomfortable, depends upon Joe's ability to find an alternative way of satisfying his need or motivating force.

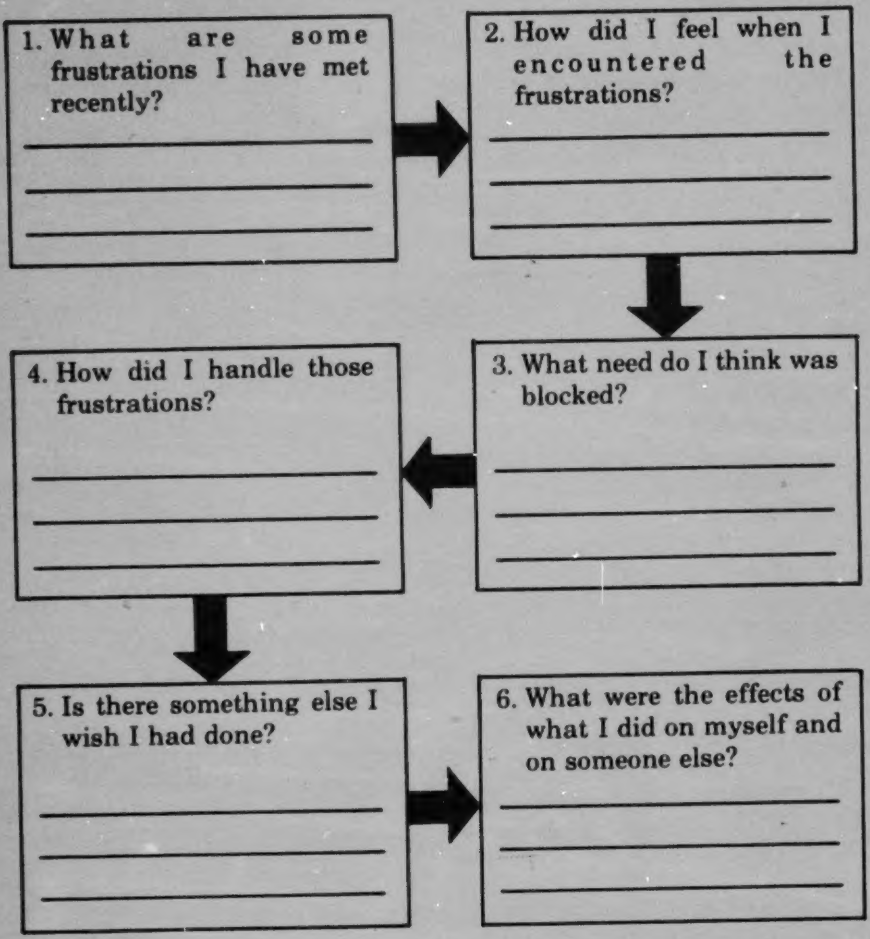
Joe's problem can be charted as follows:


Motivating Force (Joe's need for self-esteem)
Alternative #1
blocked
= Frustration (The teacher won't let Joe talk, so he's frustrated.)
Alternative: (Joe wants to tell jokes in class.)
Alternative #2
A method to satisfy the motivating force
= New Behavior (Constructive)
(Joe decides to tell jokes after class.)
Alternative #3
Another method to satisfy the motivating force
= New Behavior (Destructive)
(Joe gets angry and walks out of class.)

Whether or not a person tends to select a destructive behavior in response to frustration usually depends upon one or more of the following:

- The *strength* of the need or motivating force. (How strong is Joe's need to tell jokes?)
- How much frustration a person can handle. (How much frustration can Joe handle?)
- How many alternatives are available to a person. (How many alternatives can Joe think of?)
- How values affect a decision. (What are Joe's values?)

# FRUSTRATION FLOW CHART



1. What are some frustrations I have met recently?

2. How did I feel when I encountered the frustrations?

3. What need do I think was blocked?

4. How did I handle those frustrations?

5. Is there something else I wish I had done?

6. What were the effects of what I did on myself and on someone else?

# PROCESSING A BEHAVIOR
# MF + R + IPS = BEHAVIOR

The same need (motivating force) can be satisfied by different people in many different ways. This may be because of the different resources people have or do not have.

Example: Three new students at school want to satisfy their needs for self esteem.

One student tries to gain friendships in the new group by being nice to others. He lets the group know he likes them and wants to belong. This method has worked effectively for him before so he tries it again. The resources that this student uses are the knowledge that such behavior was successful earlier, his skill in gaining friendships in new groups, and perhaps an attitude that other people will feel comfortable with a "new face" around.

A second student tries to impress a gang of his peers with his toughness. He gets into a fight with a member of a rival gang, and by winning he gains their acceptance and approval. Perhaps he tries this method because it has worked for him before. The resources he has are his perception of himself and the gang he wants to be a part of, his previous experience of having destructive behavior work in his favor, and the physical energy necessary to fight.

A third student decides that he can gain peer approval by excelling in contact sports. By performing well on the sports field, he impresses a group he wants to be with. Because this method works for him, he is likely to continue gaining acceptance and approval thereby. He is using his skills, ability, and physical energy to perform well in sports to satisfy his need for self-esteem.

Each of the students in the above situations chose different strategies to satisfy the same need of being accepted by a group and building his self-esteem. Each individual had different resources, worked in a different physical setting, and had a different group he wanted to relate to. When a method worked for the student, it was rewarded and reinforced, whether it was constructive or destructive. The first and third students were reinforced for their constructive behavior. The second was rewarded for fighting, which was destructive behavior.

# ACTIVITY 6

## A LETTER TO THE COACH

This is an activity to help you become more aware of how needs affect behavior.

Dear Coach Adams:

Remembering our discussion of your football men who are having trouble in English, I have decided to ask you, in turn, for help.

We feel that Paul Spindles, one of our most prominent scholars, has a chance for a Rhodes Scholarship, which would be a great thing for him and for our college. Paul has the academic record for this award, but we find that the aspirant is also required to have other excellences, and ideally should have a good record in athletics. Paul is weak physically. He tries hard, but he has trouble in athletics.

We propose that you give some special consideration to Paul as a varsity player, putting him, if possible, in the backfield of the football team. In this way, we can show a better college record to the committee deciding on the Rhodes Scholarships. We realize that Paul will be a problem on the field, but — as you have often said — cooperation between our department and yours is highly desirable, and we do expect Paul to try hard, of course. During his intervals of study we shall coach him as much as we can. His work in the English Club and on the debate team will force him to miss many practices, but we intend to see that he carries an old football around to bounce (or whatever one does with a football) during intervals in his work. We expect Paul to show entire good will in his work for you, and, though he will not be able to begin football practice until late in the season, he will finish the season with good attendance.

Sincerely yours,
*Dr. Wilfong Pearson*
Head, English Department

P.S. We are delaying a decision on your request made to this department regarding a passing grade for your fullback, Butch Johnson, until we receive your favorable reply.

Consider the following questions about needs:

- What do you think were the needs of each of the three people involved?
- In what ways did these needs seem to affect each person's behavior?
- What are some alternative ways in which the needs of each of the individuals might be satisfied?
- What might be some of the short- and long-term effects of the various alternatives?

# ACTIVITY 7 BOMB SHELTER DILEMMA

This is an activity to help you see how your resources (experiences, values, skills) affect your behavior.

Form a group of ten people who will need to reach a decision by employing the Group Consensus Method. This means that the task assigned must be agreed upon by each member before it becomes a part of the group decision.

Consensus is difficult to reach. Therefore, not every idea of each individual will meet with everyone's approval. As a group, try to rank each decision so that all group members can agree at least partially. Here are some guides to use in reaching a consensus:

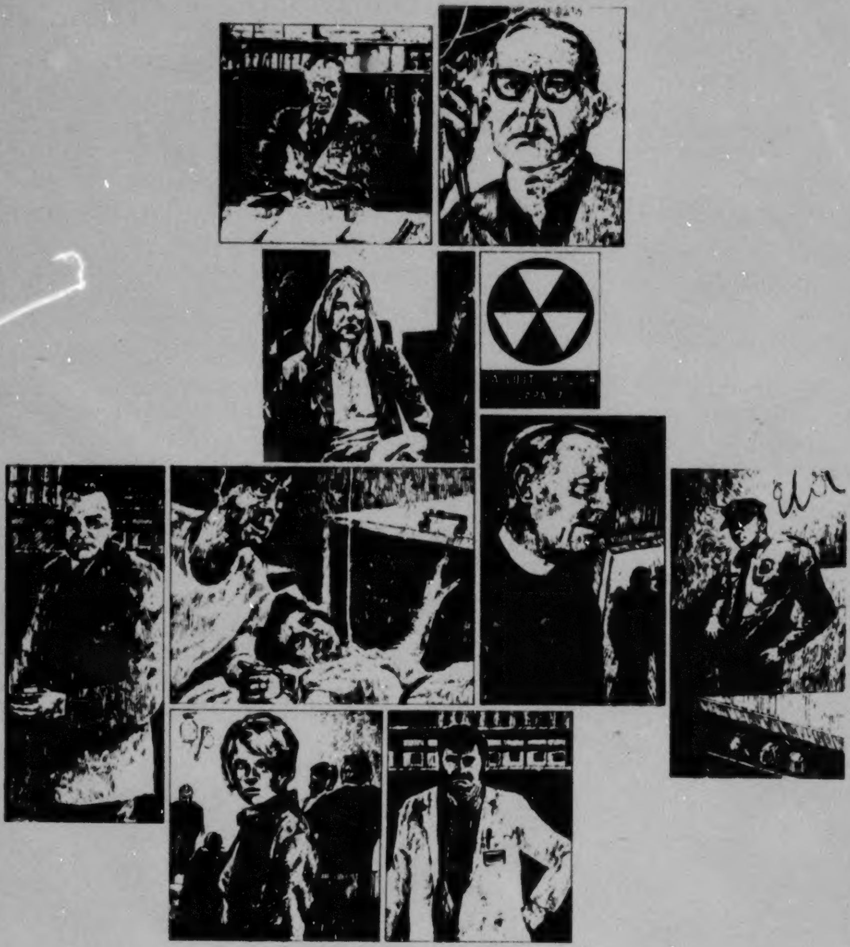
- Avoid arguing for your own individual judgment. Approach the task on the basis of logic.
- Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least partially.
- In reaching decision, avoid "conflict-reducing" techniques, such as majority vote, averaging, or trading.
- In decision making, view differences of opinion as helpful rather than hindering.

**THE TASK:**

Pretend that a bomb has been dropped and the only ten people still alive in the world are in a bomb shelter. There are food and oxygen to accommodate only seven of the people until the fallout has reached a safe level. These seven will have to create a new society.

Your group must reach a unanimous decision on which three people must leave the shelter.

You have 30 minutes to reach a unanimous decision.



The 10 people in the bomb shelter are:

- a 70-year-old minister
- a laboratory scientist
- an electrician
- a female vocalist
- an armed policeman
- a pregnant woman, hysterical
- her husband
- a famous writer
- a professional athlete
- a high-school girl

# ACTIVITY 8 ATTITUDES AND SKILLS

This is an activity to help you see the relationship of attitudes and skills to behavior.

People often develop resources that can easily lead to destructive behavior. Attitudes of hate, prejudice, and apathy are examples of negative resources. Many people have also developed skills that can lead to destructive behaviors. An example of such a skill is marksmanship with a gun.

Discuss the following questions in small groups:

- How do we change our attitudes of hate and prejudice to those of trust and openness?
- How do we increase our skills in cooperative inquiry and problem solving?
- How can we become more strongly motivated to help, support, and encourage and less apt to humiliate, destroy, and hurt?
- What do you think of the search *for the third alternative* — the alternative in which both parties to the conflict can grow instead of one winning at the expense of the other?

# ACTIVITY 9 PERSONAL INVENTORY

This is an activity to help you identify many of your own resources.

Make a puzzle or a collage or write an autobiography, which will include:

- experiences you have had so far
- things you have done
- ideas you have acquired
- skills you have learned
- values you have
- people you like or admire
- places you have visited
- books you have read
- anything else of significance to your life

Share what you do with others. Compare the resources you have with those of your classmates.

Now try to think back to six years ago. What resources did you have at that time?

What skills, knowledge, attitudes, etc., would you like to develop as you grow older? How could you develop these resources?

Think of a need you have recently felt and worked out. Indicate what resources you used to satisfy that need.

**THOUGHT STARTER:**

"Not all those who know their minds know their hearts as well." - LaRocheforicauld

# ACTIVITY 10 IMMEDIATE PHYSICAL SETTING ROLE PLAY

This is an activity to help you understand how the physical setting can influence your behavior.

Behavior always takes place in physical surroundings and often involves part of the surroundings. The immediate physical setting is everything that is in the setting of the behavior at the time it occurs.

## I. BASKETBALL INSTANT REPLAYS

### Role Play #1

You are playing varsity ball for your high school basketball team. It's the fourth quarter, and the score is tied 48-48. As you start into a lay-up shot, one of the forwards for the other team elbows you in the eye. Role play your response.

### Role Play #2

You are playing intramural basketball for your homeroom team. It's the fourth quarter, and the score is tied 48-48. As you start into a lay-up shot, one of the forwards for the other homeroom team elbows you in the eye. Role play your response.

### Role Play #3

You are playing basketball in your high school gym with a group of your friends after school. As you start into a lay-up shot, your best friend elbows you in the eye. Role play your response.

## II. VICIOUS RUMOR INSTANT REPLAY

### Role Play #1

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her in the high-school main office. Role play your response.

### Role Play #2

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her shopping in a department store. Role play your response.

### Role Play #3

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her walking down the street by herself. Role play your response.

# ACTIVITY 11 CHRIS

This is an activity to help you process a particular behavior through the behavior equation.

## CHARACTERS

*Chris* — a high-school junior who has decided to drop out of school. Chris views the school as a waste of time and cannot be convinced that it has relevance.

*Pat* — a close friend, who has had little influence on Chris's decision.

*Chris's only parent* — a hard worker who wants Chris to have the same advantages as other students in school.

*The school counselor* — has been unsuccessful in convincing Chris that he should finish high school.

You may want to role play encounters between the four characters. They may be male or female roles. After several situations have been dramatized, discuss the following:

- the needs of the characters in each situation
- the resources the characters have and use in trying to satisfy their needs
- the effect of the physical setting in each situation on the behavior of the characters
- the alternatives available to each character
- the probable effects of each available alternative

**THOUGHT STARTER:**
"You asked me the way ahead. Ahead of myself as well as ahead of you. Together we shall find the way." - G. B. Shaw

# ACTIVITY 12 PUTTING THE BEHAVIOR EQUATION TO MUSIC

This is an activity in which you listen to current music to help you think through the behavior equation.

Quite often a person's attitudes and feelings about an individual problem or a problem of society is expressed with popular music. Try to bring to class a record that expresses your attitudes or those of someone you know.

Play two or three of the songs that your class feels have the most significance for high school students today. The activity will be more meaningful if each has copies of the lyrics to follow. Listen carefully to the words.

After you have heard the song, think about the following questions:

- What problem is being described in the song?
- What are some of the needs expressed by the lyrics?
- What kinds of frustrations are mentioned?
- What resources has the person used to try to resolve the problem?
- What is the setting for the situation being described?
- What alternatives are available for resolving the problem?

# IN CONCLUSION

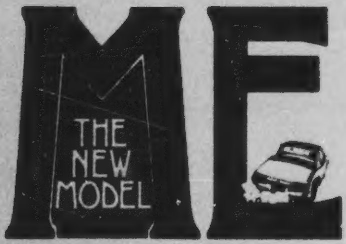
Now that you have completed the Human Behavior Unit, it is time to review some of the ideas that were presented. There are many theories of human behavior. The one used herein is "The Causal Approach to Human Behavior." It is called the causal approach because it seeks to look at the causes and consequences of human behavior.

In every behavior situation, there are motivational forces (needs), resources you can use, and a physical setting in which the behavior takes place. In order for you to make a decision, it is important to become aware of the motivational forces (needs).

To help you better understand your needs, Dr. Abraham Maslow's *Hierarchy of Needs Theory* was introduced. This states that you have certain basic needs to fulfill and that you satisfy your needs through your behavior. Sometimes a way to satisfy your needs is blocked, and you become frustrated. In order to end your frustration, it is necessary to consider alternative ways to satisfy your needs. Constructive behaviors are positive, aggressive actions, planned or unplanned, that are helpful to you or to others. Neutral behaviors are those planned or unplanned actions that neither help nor hurt you or others. Destructive behaviors are negative aggressive actions, planned or unplanned, that are harmful to you, to other people, or to property.

One purpose of this unit was to consider the causes of behavior — why people act as they do. In making decisions, you must examine probable consequences of your actions. Thus, the second purpose was to consider the effects of human behavior on both yourself and others, so that you can live more effectively as individuals and as members of various social groups.

# UNIT 2



# TABLE OF CONTENTS
# UNIT II - CONTROLS

WHY STUDY CONTROLS? ..... 38
OBJECTIVES ..... 40
Activity 1 - "Controls - What Are They?" ..... 42
Activity 2 - "Unraveling the Definition of an Effective Control" ..... 44
Activity 3 - "Controls to Be Studied" ..... 45
THE FAMILY ..... 46
Activity 4 - "The Family" ..... 47
Activity 5 - "Feelings about Family Controls" ..... 48
Activity 6 - "Poll on Family Controls" ..... 49
Activity 7 - "Conflict Capsule - a Family Scene" ..... 50
Activity 8 - "Family Controls Wrap-up" ..... 52
THE PEER GROUP ..... 53
Activity 9 - "Not Going along with the Group" ..... 54
Activity 10 - "Rust in Peace" ..... 55
Activity 11 - "How Do you Feel about Peer Controls?" ..... 58
THE SCHOOL ..... 59
Activity 12 - "How School Groups Control You" ..... 60
Activity 13 - "Looking at School Controls" ..... 61
Activity 14 - "School Manual" ..... 62
Activity 15 - "The School Controlling Itself" ..... 63
THE COMMUNITY ..... 64
Activity 16 - "The Political Community" ..... 65
Activity 17 - "The Economic Community" ..... 66
Activity 18 - "The Adult Community" ..... 66
MASS MEDIA ..... 68
Activity 19 - "Editing the News" ..... 70
Activity 20 - "Violence on Television" ..... 70
Activity 21 - "Media Debate" ..... 72
Activity 22 - "Television Poll" ..... 72
INNER CONTROLS ..... 73
Activity 23 - "Bossy Person Role Play" ..... 74
Activity 24 - "Log on Myself" ..... 75
Activity 25 - "Dental Aggression" ..... 76
Activity 26 - "Board of Directors" ..... 76
IN CONCLUSION ..... 78

# WHY STUDY CONTROLS?

This unit is about controls on behavior. A control is a form of restraint that directs a person to do or not to do a certain thing. Some controls are implied. Some controls, such as customs and habits, are commonly accepted. Other controls are stated in the form of laws or rules.

There are two basic sources of controls. *Inner controls* on behavior are self-imposed. They originate from a person's own resources. *Outer controls* are other-imposed. They originate from other people, groups, or institutions.

Who or what are the outer controls that influence your decisions and the feelings you have about yourself? What makes the difference between the outer controls that help you grow as a person and those that keep you from growing? How much influence do you have on those who exercise control over you? How do you decide if a control is just? How do you react to unjust controls?

The purpose of this unit is to help you become more aware of the many kinds of controls around you, how they affect you, and how you affect them. We hope that by the end of this unit you will be able to accept and use controls that best recognize the human worth of both yourself and others.

Write down your reactions and feelings to the ideas and activities of this unit in "Notes to Myself."

# OBJECTIVES

At the end of this unit, you should be able to:

1. List three outer controls that affect you, and identify one source for each control.
2. Cite evidence to show how you affect those sources of controls.
3. State your opinion as to whether or not the three controls you listed are just.
4. For each of the three controls listed, state evidence that shows whether the control is effective or ineffective.

## ACTIVITY 1 CONTROLS — WHAT ARE THEY?

This is an introductory activity to help you identify some of the major controls on your behavior.

> A control is an influence on behavior that indicates the direction or path a behavior should or should not take in order to reach a goal.

Some controls are:

- internally applied to behavior, while others are externally applied.
- effective in directing behavior, while others are ineffective.
- just, because they open and free paths for human understanding; while others are unjust, because they close and restrict these paths.

Make a list of several sources of control on your behavior. In an adjacent column, list examples of how each source exerts its control; in a third column, rate the effectiveness of each control in influencing your behavior; in a fourth column, express how you feel about each control.

For example, a student might include:

| The Control | How It Controls | Effectiveness on Me | How I Feel [illegible] |
|---|---|---|---|
| [illegible] | a) setting styles | highly effective; I dress well | confident; helps people know who I am |
| | b) [illegible] group [illegible] only | moderately effective; I sometimes date out of my crowd | angry; sometimes [illegible] choice of other friends |
| The school | a) rules | moderately effective; I follow some rules because I have no choice | frustrated; I'm more responsible than the rules give me credit for |
| | b) homework | not effective; I never do any except in English | indifferent; I can pass courses without doing homework so why bother? |

**THOUGHT STARTER:**

"Our opinion of others is not so variable as our opinion of ourselves." - Vauvenargues

**THOUGHT STARTER:**

"How monotonous the sounds of the forest would be if the music came only from the top ten birds." - Dan Bennett

# ACTIVITY 2 UNRAVELING THE DEFINITION OF AN EFFECTIVE CONTROL

This is an activity to help you identify an effective control.

Deciding whether or not a control has an effect on a person is quite complicated. The following statements about controls probably seem confusing:

"A control agent that influences your behavior is effective when the influence from the control agent influences your behavior in the way intended by the control agent, just as your behavior that has been influenced by the control agent has an influence on the control agent and thus an influence on the influence the control agent originally had on your behavior, whether or not you consider the influence of the control agent to be just.

"An ineffective control agent also influences your behavior, but you do not do what he wants."

- What do you think the statements mean?
- What makes the task of determining the effectiveness of a control such a complicated one?
- What kinds of statements can you develop to explain the effectiveness of controls?

**THOUGHT STARTER:**

"Tact is the ability to make a person see the lightning without letting him feel the bolt." - I. A. Battista

# ACTIVITY 3 CONTROLS TO BE STUDIED

**This is an activity to help you decide which areas of control you would like to study in this unit.**

The authors have selected five external control groups for detailed study — "Family," "Peers," "School," "Community," and "Mass Media."

The unit can be approached in several ways. You may wish to concentrate on one or two of the controls that interest you most, working in small groups or as a total class. You may wish to examine all five controls through a combination of individual and total class endeavors. Or, as a class, you may wish to build a study section around a significant control that has not been explored here.

Aspects that are not considered in depth in this unit but that could be explored are:

- geographic location (urban, rural, inner city, urban fringe, or suburban).
- culture (ethnic and racial heritage and customs)
- bureaucracy (red tape) as an institution
- economic institutions (banks, Wall Street, industry, etc.)
- political institutions
- religion
- social institutions and ideologies (for example, What is happening to marriage as an institution?)
- technology

You might want to write a section for this book on one of these alternatives. The section should be similar to those already written. It should include an explanation of what the control is and some activities to help others understand it.

**THOUGHT STARTER:**

"There are a powerful lot of strings to a man's life: apron, heart, purse and harp." - Terance Rattigan

# THE FAMILY

The family is an old institution familiar to all of us. Every society on record has had the family as an institution in some form. In American society, the family is usually defined as a married couple and their children.

From infancy, through childhood, and into adolescence, the family is usually the main center for the development of your personality. During infancy and early childhood, most of the personal resources you developed were the result of family experiences. In its desire to help you develop constructive resources, the family probably exerted a considerable influence on the kinds of attitudes, values, and skills you developed.

During later childhood and adolescence, you started to learn new ideas and skills from people and groups outside your family. Think about the attitudes, values, and skills you have learned from your family. As you become involved in the activities on family controls, think about how your family has affected your behavior.

# ACTIVITY 4 THE FAMILY

This is an activity to help you become more aware of family controls.

The family is an old institution familiar to all of us.

- What are some of the rules the family adopts for its members?
- Why do families have rules?
- Name some rules that your family has adopted for your behavior.
- How do you think these rules help or hinder your growth?
- How do these rules act as controls?
- How do you feel about them?
- Are any of them too strictly or inconsistently enforced or too unchanging?
- Is there anything you can do about the rules in your family?
- Have you ever discussed any of these rules with your parents?
- Which rules did you help establish?

**THOUGHT STARTER:**
"Love does not dominate, it cultivates." - Goethe

# ACTIVITY 5 FEELINGS ABOUT FAMILY CONTROLS

Here is an activity to help clarify your feelings about family controls.

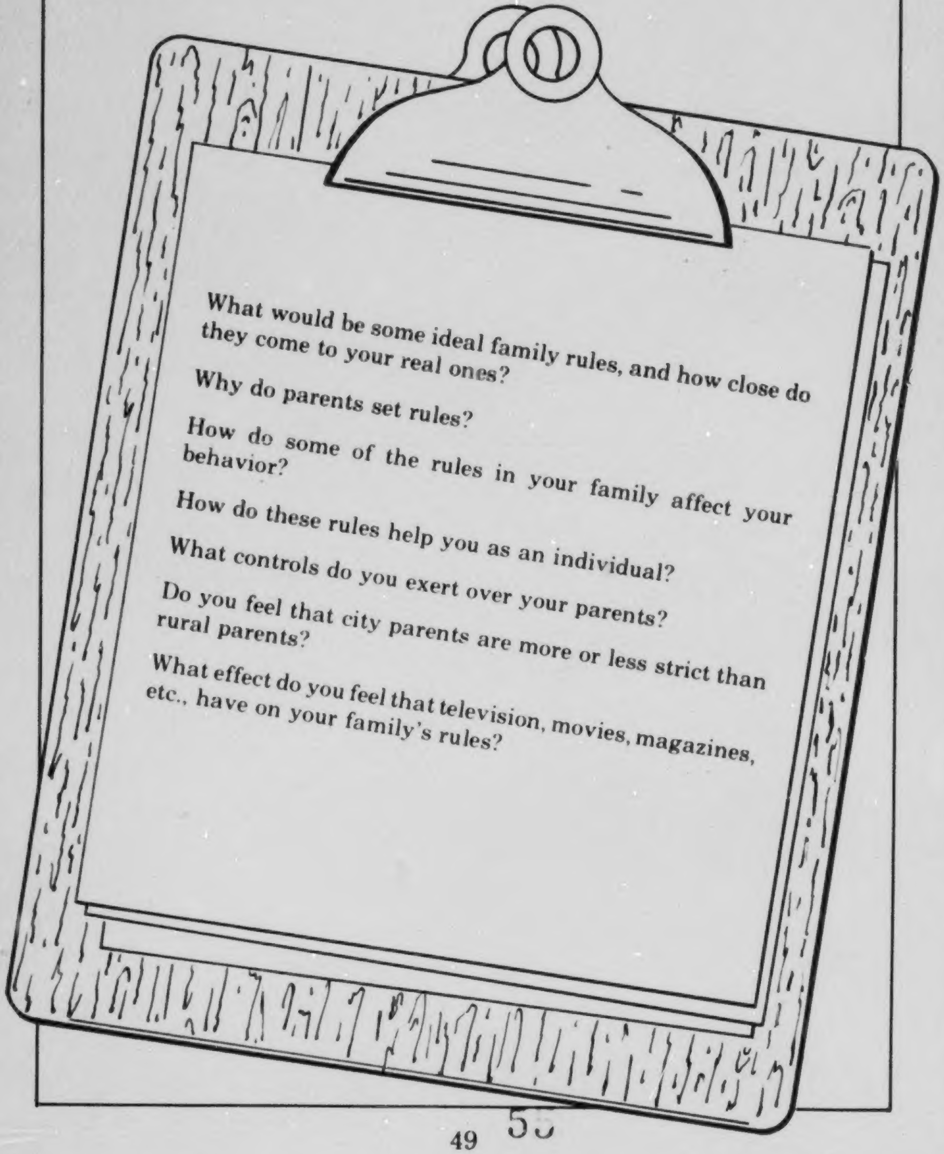
- Make a list of controls that the family uses to influence your behavior.
- Make a list of all the words you can think of that describe your feelings about each of these controls.
- Use a checklist to check your feelings here and now:
    - Put an *S* next to the controls that are *stronger* and an *M* next to those that are *milder*.
    - Put a *T* next to the feelings that are *typical* — feelings that you frequently experience.
    - Put a (+) next to the controls that you feel help you and a (—) next to the controls that you feel hinder you.
    - Circle one word that best describes your feelings about each of the family controls.
- Form small groups and consider reasons for evaluating controls as helpful or harmful.
- Before your group breaks up, you may want to share some "I learned" statements with them. Think about something you learned through this exercise and then say to your group: "I learned . . . about family controls. I was surprised that my family controls are. . . . I got in touch with . . . about my family."

**THOUGHT STARTER:**

"Each generation has to find out for itself that the stove is hot."
- Mason City Iowa, Globe Gazette

## ACTIVITY 6 POLL ON FAMILY CONTROLS

Devise a poll on family controls. Poll or question fellow students and parents and compile the results. Math students can help you with statistical sampling information. Some questions on your poll might be:



What would be some ideal family rules, and how close do they come to your real ones?

Why do parents set rules?

How do some of the rules in your family affect your behavior?

How do these rules help you as an individual?

What controls do you exert over your parents?

Do you feel that city parents are more or less strict than rural parents?

What effect do you feel that television, movies, magazines, etc., have on your family's rules?

# ACTIVITY 7

## CONFLICT CAPSULE – A FAMILY SCENE

This is an activity to help you role play alternatives to a family control.

To pursue areas of conflict within the family and ways of dealing with them, you may wish to role play the following situation:

"You Must Be Home by Ten."

### BACKGROUND

Diana, a high school junior, has been dating only infrequently for the last two years. Her parents would not allow her to date until she was fifteen, and even then they really did not like the idea. For the last three months, she has been dating an older boy whom her parents do not like. He has long hair, and Diana's parents see him as the rebellious type.

For the past month, Diana's parents have insisted that she be home by ten on school nights. Diana has said that she thinks the rule is foolish, but has complied with it until now.

### SCENE

Diana enters the house at 1:30 a.m. She was to have been home by 10:00 p.m. Her mother and father are waiting for her in the living room.

### CHARACTERS

*Diana:* An active, lively sixteen-year-old girl, moderately attractive, well-liked high school junior. She has one younger sister, eleven years of age.

*Father:* A man in the mid-forties who has imposed rather rigid controls on Diana in comparison to the family controls her friends are experiencing. He is quite concerned about "this generation of long haired, bearded adolescents."

*Mother:* She is a year younger than Diana's father and thinks that her husband may be somewhat rigid with Diana. However, she usually supports what her husband says.

You may want to role play the following situations:

> Role play an argument between yourself and a parent. The issue can be whether or not you may go out to meet with friends before completing a household chore assigned to you. Try to get in touch with who controls whom and how. What are the effects of this encounter on the person who controlled the situation and on the one who did not?
>
> OR
>
> The issue can be a disagreement over your hair (boy) or style of dress (girl). Or it might be over what time you get home on weekdays and/or weekends or whether and when you may use the car.

## ACTIVITY 8 FAMILY CONTROLS WRAP-UP

This is a concluding activity to help you clarify your feelings on family controls.

To finish your focus on family controls, develop any of the sentence stems below into a complete thought that expresses how you feel.

Let your thoughts take shape. Where are you now in your thoughts, feelings, and actions about family controls? You may want to look back later with new insights.

A family is ____________________

A parent tries to ____________________

A teenager thinks ____________________

My family to me means ____________________

I think my brother or sister ____________________

A family shares ____________________

In a family ____________________

We as a family ____________________

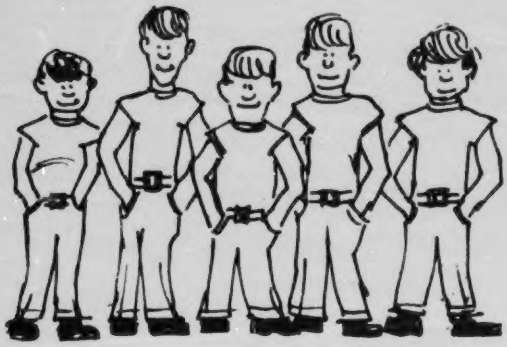
As part of this family ____________________

At my house a boss is ____________________

# THE PEER GROUP

Peers are people of equal status. In the case of a student, this usually means people of the same age, in the same grade at school, etc. For the purposes of this unit, peers are people who are under the same or similar controls as you are.

Your peers often influence your behavior by telling you (not always in so many words) how to dress and act, where to go, or what to do. Do you belong to any groups? Do they influence or control your actions? If they do, what is your feeling about the control they exert over you?



# ACTIVITY 9 NOT GOING ALONG WITH THE GROUP

This is an activity to help you see how your behavior affects your peers and how their response may influence your feelings about yourself or others.

An interesting test of peer controls is to do something for a day that does not conform to the peer-group standards. If you are game enough to try, do something that is different from what your group normally would do. First determine what some of the unwritten rules of your peer group are, and then break one or more of them. For instance, how does your group feel about each other, borrowing, approaching members of the opposite sex, dating (who pays?), how to behave in front of members of an older generation, wearing bobby socks, etc.? For the purposes of this exercise, the class as it is now composed represents your peer group.

At the end of the day, analyze the reactions you got from the peer group.

- How did you feel when you did something that was opposed to the controls of your peer group?
- How did your friends who are not in your class react to your behavior?
- If your friends were upset by your behavior, how did you feel?

# ACTIVITY 10 "RUST IN PEACE"

"I SHALL LEAP OFF ONE OF THE NEW HAVEN DOCKS, BOUND AND LOCKED IN HEAVY CHAINS."

This is an activity to help you see how your friends can influence your behavior.

"The riddle of Harry Houdini is as much a mystery today as it was at the turn of the century when he baffled the experts the world over," said Edgar, pacing thoughtfully into our room.

I flipped another page of *Esquire* and pretended to read. Sometimes when you pretended to read Edgar would go away.

"One time in Germany," continued Edgar in the strong voice we had come to know so well, "the Krupp Munitions works constructed a magnificent pair of handcuffs in the hope of embarrassing the master. They presented the manacles to Houdini and asked if he would care to try his hand at escaping from them." Edgar paused, and fixed us with his beady eyes. "Gentlemen, do you know what happened?"

Sam looked up from his crossword puzzle. "He escaped from them," he said.

"Ah," said Edgar with a smile, "then you have heard the tale. Yes, in a matter of minutes Harry Houdini was a free man. Before their very eyes he was a free man."

"Amazing," said Sam. I turned over another page. I was very careful not to say anything. Sometimes if you kept absolutely quiet, Edgar would go away.

"Now then," said Edgar, putting his hands behind his back and striding to and fro, "many men have attempted to explain this knack that Houdini had for removing his person from theoretically inescapable situations. Locked in dungeons, chained and thrown into ice-bound rivers, padlocked and buried in coffins — many were the situations and many have been the explanations; yet none have been satisfactory. My friends—" Edgar pivoted and looked at us, his face shining with triumph — "my friends, I have at last solved the tantalizing riddle of Harry Houdini."

There was silence for a few moments. Then Sam looked up, a new interest lighting his eyes. "You mean," he asked, "that if we close all the windows and lock the door, that in a matter of minutes you will escape, leaving us alone to brood over your skill?"

Edgar chuckled indulgently. "Oh come, Sam," he said, "that would be child's play. I had in mind something bigger — something that would be a true test."

Sam sighed. "Oh," he said. He went back to his crossword puzzle.

"Don't encourage him," I thought. But my curiosity got the better of me. "Something bigger, eh?" I asked tentatively.

"Precisely," said Edgar happily. "If I could escape from just such as impossible predicament as Houdini himself once did, why, then I'd have proved that I have his secret. Locked, of course, in my brain." He smiled to himself. "Tomorrow," he continued in a businesslike tone, "I shall leap off one of the New Haven docks, bound and locked in heavy chains. I would like you to be my assistants."

Sam was on his feet. "I'd be delighted," he said. "The whole idea has tremendous appeal for me."

"I'll be there, too," I promised.

"Wonderful," said Edgar, clapping his hands. "You two are real friends."

The next day was damp and foggy. We three stood on the dock and looked downward into the cold, muddy water. Edgar stood pensively, weighted down by his heavy chains. It had taken us a good half hour to get them on him. "I am ready," he said simply.

Sam stepped forward eagerly, but Edgar held up his hand. "First," he said, "I must ask you not to breathe a word of this to anyone. It would be especially embarrasing to me should I fail, after all my boasting. It is our secret."

"All right," I said. "But just how do you propose to escape, anyway?" We had put the chains on pretty tight.

"Ah," said Edgar, "that would be telling, wouldn't it?" He paused, and then said gently, "Come, gentlemen, history is waiting."

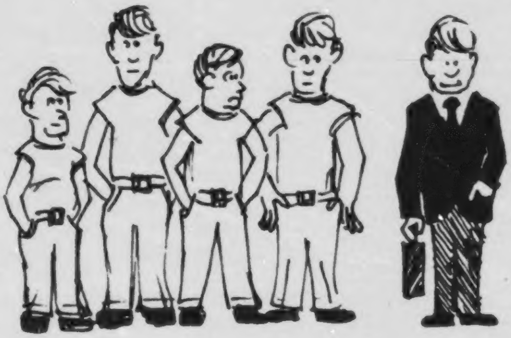
Sam and I picked him up, and with some difficulty swung him off over the end of the dock. He made a fine splash.

"I AM READY."

# ACTIVITY 11 HOW DO YOU FEEL ABOUT PEER CONTROLS?

This is an activity to help you clarify your feelings about peer controls.

Can you express your feelings about peer controls in a creative way? Perhaps you can write a poem about peer control, draw a picture, make a collage, write a song and set it to music, or take pictures of students in situations that show peer control and explain the pictures either orally or in writing. The possibilities are unlimited.



# THE SCHOOL

The school is an institution that affects all of you. The law requires that you attend school until you reach a certain legal age. Together with the family, the school probably has a significant influence on your life.

In school, there are many sub-groups that can affect you. The school board, administrators, teachers, athletics, and social groups or clubs can play an important part in influencing your behavior.

As you experience the following activities, think about the groups in your school. How do they influence you? How do you influence them?

# ACTIVITY 12 HOW SCHOOL GROUPS CONTROL YOU

This is an activity to help you see how school groups can affect you.

First think about how students control each other — how students in general control an individual student's behavior in the school community.

High schools are composed of many different groups of students. Quite likely each group exerts some control over its members. Make a list of all the groups you can think of in your school.

| Group | What holds it together? | What controls does it have over other groups? | How do you feel about this group, and how do you act as a result? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**THOUGHT STARTER:**

"Friendship is like money: easier made than kept." - Samuel Butler

# ACTIVITY 13 LOOKING AT SCHOOL CONTROLS

This is an activity to help you see how the school's structure affects you.

The controls in school are one of your major concerns. Perhaps you question the need for particular rules or the need for any controls at all. You can form small groups to name the controls that exist in your school, discuss why they were established, how they are enforced, and their effects on you. After reporting to the class, the groups can suggest a new set of rules or controls and present it to the class.

After discussing the controls in your school, invite one of your administrators to talk to the class about how he feels concerning the rules and regulations in your school.

## ACTIVITY 14 SCHOOL MANUAL

This is an activity to help you clarify your feelings about school regulations.

Look at your school handbook, manual, or guidebook. What portion of it is devoted to restrictions — things you cannot do or must do within certain time limits?

For fun, take a negative section and rewrite it in a positive or humorous vein.

In your school, what mechanisms are there to voice your complaints if you feel over-controlled or in need of more control?

# ACTIVITY 15 THE SCHOOL CONTROLLING ITSELF

This is a concluding activity to help you design a school with the "right" number and degree of controls.

List what is involved in

- getting a course changed
- being excused from a class

What controls do students face?

What controls do teachers face?

What controls do administrators face?

Design a school with the "right" number and degree of controls.

State why you have the controls you do.

What would happen if there were no controls at all?

**THOUGHT STARTER:**

"The fox condemns the trap, not himself." - Blake

# THE COMMUNITY

The one common ingredient that turns any group of people into a community is what they experience in common — interests, rules, laws, rights, regulations, privileges. A community can be made up of a few people who decide to live together and who agree on the basic regulations that they will follow. People are associated with different communities. Think of all the communities in which you are involved.

To what communities do you belong? Are some of them the people in your town, the people with whom you work, and/or the people with whom you are friendly? As you explore the controls on you, answer these questions:

- How do you feel about them?
- How do they affect your behavior?
- What makes up the community?
- What controls does it have?

# ACTIVITY 16 THE POLITICAL COMMUNITY

This is an activity for the exchange of ideas about the effectiveness of legal controls in your community.

A political community is a legally defined group of people that has *laws* controlling behavior. You are a member of several political communities; the city, county, state, and nation are the most clearly defined. Each has a set of legal controls.

In American communities, laws are written by representatives of the people, and citizens are expected to obey those laws. This does not mean, however, that every law is accepted by every person or that every law is an effective control on all behavior. Problems do arise, and laws are violated.

In groups of four to six students, consider the reasons people give for violating specific laws.

- Which community laws (either local, state, or federal) do individuals or groups often violate?
- Why do people or groups violate the laws of the community?
- What do you think should be done about laws that are often violated?

## ACTIVITY 17 THE ECONOMIC COMMUNITY

This is an activity to help you identify the kinds of controls that exist within an economic community.

An economic community is a group of people who are financially dependent upon one another. Because of this dependency, each member of the community exerts some control on all the other members.

Economic communities can be very small, consisting of just a few people. A small store owner may need one employee to serve customers. The owner, employee, and customers form an economic community. Each of the three members exerts some control on the other two: the owner pays the employee, the employee serves the customers, and the customers pay the owner.

Economic communities can be very large, incorporating several smaller communities. For example, the auto manufacturers, the steel companies, and the petroleum industry are economic communities, each having executives, workers, and customers. However, taken together, these three groups form a larger economic community; the auto manufacturers buy steel and sell their cars to people, who in turn buy gasoline.

## ACTIVITY 18 THE ADULT COMMUNITY

This is an activity that explores some adult controls on adolescent behavior.

By setting up many qualifications, the adult community exercises one of its strongest controls on adolescents, conferring the rights and privileges of full adulthood on those who meet the qualifications.

For example, although a person is legally an adult at eighteen, he is not necessarily recognized *socially* as a *full adult* at that age.

- If an eighteen-year-old and a twenty-three year-old apply for the same job, the age difference is likely to be of greater significance than if the applicants were twenty-eight and thirty-three years of age, respectively.

- The early years of legal adulthood are given titles to keep them separate from full adulthood. The terms "youth" and "young adult" often mean more than mere physical age.
- A person under thirty may be introduced with such statements as "This *young* man is. . ." or "This *young* woman is. . ." However, you seldom hear introductions such as "This middle-aged man is. . ." or "This old woman is. . ." Store clerks or salesmen commonly say, "Can I help you, *son*?" or "Will someone wait on this *girl*?" If a person under thirty has a physical appearance that is obviously young, why do older people so often feel compelled to verbally emphasize it?

You may find that you are recognized as an adult before someone else who is older in years. However, you may also find that someone younger in years is recognized as an adult before you are. Age is only one qualification for full adulthood.

- What are the qualifications for "full" adulthood?
- Is your behavior now planned so you will pass the qualifications for adulthood, or do you reject part or all of this kind of control?
- Do you think there are just reasons for reserving some rights and privileges for full adulthood?
- Unlike some other cultures, American society often takes away some adult rights and privileges from the very old. What are the reasons for this kind of control?
- Do you think there is any significance to the way some people affectionately refer to senior citizens as "kids" or to middle-aged people as "the girls" and "the boys"? In the apparent desire of many older people to appear young, can you identify a basis for the youth community's influencing the adult community?

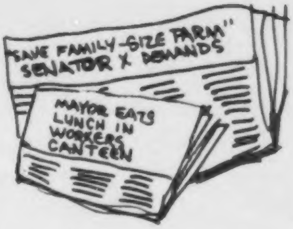
# MASS MEDIA

Television, radio, the newspaper, books, and a multitude of other sights and sounds are potentially capable of controlling your behavior. Mass media may use advertising to stimulate needs and wants, or individuals or pressure groups may use it to try to shape your opinions, attitudes, values, and beliefs. How much does the mass media control you? How can you use the mass media to help you make constructive decisions?

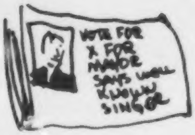
EXTRA!!
SUPER!!
BUY NOW!!

# HOW PROPAGANDA SWAYS OPINION

GLITTERING GENERALITIES



PLAIN FOLKS



TESTIMONIALS

CARD STACKING

BAND WAGON

## ACTIVITY 19 EDITING THE NEWS

This is an activity to help you see how different media edit the news.

Find a newspaper account of a national news event. Tape or write a radio news account of it. Quite likely television will condense it even more than you do. Tape or write a television news account of the event. Finally, write or find an editorial about it.

- What do you notice about how the various media handle news?
- How is the editorial different from the news story, the radio account, and the television report?
- What conclusions can you now draw about how the different media exercise control?

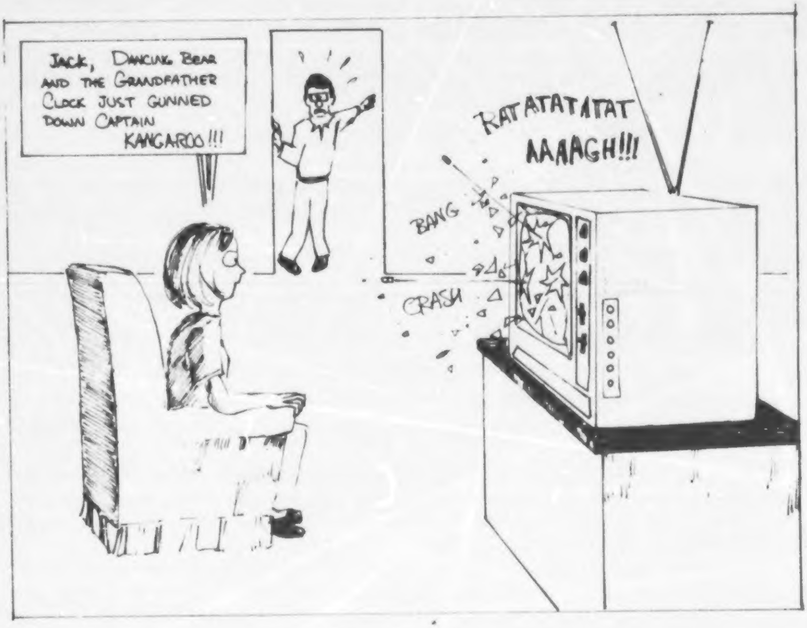
## ACTIVITY 20 VIOLENCE ON TELEVISION

This is an activity to help you clarify your feelings about how television affects behavior.

Dr. Jesse L. Steinfeld, Surgeon General of the United States from December 1969 to January 1973, reported the following recent findings:

- Each day more than 40 million children ages 2-11 watch television for an average of 3½ hours. By the time a child reaches age 12, he will have watched more than 13,500 hours of television, more than double the time he will spend in the class room.
- The University of North Carolina Child Development Center recently paired 10 preschoolers with similar television viewing and play habits. The children who viewed violent television programs were considerably more aggressive and hostile.

- A Pennsylvania State University study reports that among a kindergarten class of 92 students divided into three groups, those students exposed to violent television programming showed a significant increase in attacks on playmates.
- Dr. Robert M. Liebert, State University of New York psychologist, reports: "We have impressive evidence that watching television violence causes a significant increase in aggressive behavior."
  - How do you think television violence has affected your behavior?
  - How do you feel about violence on television?
  - What have you done about your feelings?


JACK, DANCING BEAR AND THE GRANDFATHER CLOCK JUST GUNNED DOWN CAPTAIN KANGAROO!!!
RATATATATAT
AAAAGH!!!
BANG
CRASH

## ACTIVITY 21 MEDIA DEBATE

This is an activity to help you clarify your feelings about media controls.

Arrange a debate involving four students, two to represent the media executives and two the Federal Communications Commission. The FCC members argue that the media uses unethical methods to exert control over the buying habits of consumers. The executives from the media argue they do not.

## ACTIVITY 22 TELEVISION POLL

This is an activity to help you see how advertising affects television programming.

Record the schedule of television programs from 8 a.m. to 11 p.m. on a particular channel. List the time of the program, its name, and some of the products advertised.

Example:

| | | |
|---|---|---|
| 8 a.m. | "Captain Andy" | toys<br>Crunchy Cereal |
| 9 a.m. | "Slender Ella" | Diet Delite |

As the day progresses, look for trends in the types of programs being broadcast and the products being advertised. Note who sponsors programs during prime time (7-11 p.m.) and toward what market they are directing their efforts. How much does prime time cost? Get a copy of Standard Rate and Data Service and see how much these commercials cost. To what degree do you think the program schedule and sponsors control you?

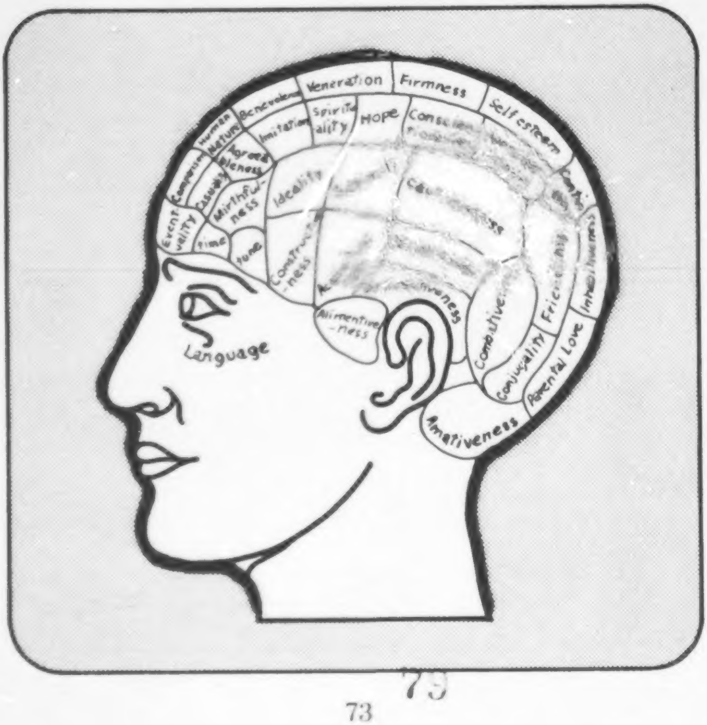
# INNER CONTROLS — THE EFFECT OF OUTER CONTROLS ON ME

Naturally, a very important control over you is yourself. Whether or not you are aware of it, you do many things each day to restrict or inhibit your own behavior.

A great deal of your *inner control* (or conscience, if you wish) was gained from your experience with the outer sources already mentioned — family, school, community.

Think about your inner controls. Try to remember some slogans or expressions by which you live and where they came from. For example:

- Cleanliness is next to godliness.
- Do unto others before they do unto you.
- I'll burn that bridge when I cross it.
- Haste makes waste.



# ACTIVITY 23

## BOSSY PERSON ROLE PLAY
## OR
## DIALOGUE WITH MYSELF

This is a concluding activity to help you see how you control yourself.

Role play the bossiest person you can think of. You be that person and make certain the class members do what you want them to do. Pay attention to the motions and gestures that go with bossy actions.

OR

Be your own boss and tell yourself how to straighten out or what to do.

**THOUGHT STARTER:**
"Men are not punished for their sins, but by them." - E. Hubbard

**THOUGHT STARTER:**
"When a man eats his words, that's recycling." - Frank A. Clark

# ACTIVITY 24 LOG ON MYSELF

This is a concluding activity to help you see how you control yourself.

For one day, keep a log of all the ways you stop yourself. Make a sheet, as follows:

I did not

eat a chocolate sundae
ride home with Sam
smoke more than three cigarettes
buy ________
speak up in ____________'s class

Because (reason I gave myself at the time)

of my diet
I'm mad at him; I wanted to walk.
I'm trying to quit.
I'm saving. I'm broke.
the bell rang; I was chicken.

**THOUGHT STARTER:**
"One's real life is often the life that one does not lead." - Wilde

# ACTIVITY 25 DENTAL AGGRESSION

This is a concluding activity to help you see how one might accept outer controls.

Pay attention to yourself while you are eating. Do you chew your food well, or do you give a couple of token chews and then swallow the rest whole? Try to keep your mind on your eating. When your mind wanders, where do you go?

At any one meal during the day, take a single bit of food and chew it to liquidity. Notice yourself doing this. What are your reactions?

The ways you take in real food and mental food may be related. Mental food includes orders, rules, instructions, etc. See if this exercise tells you anything about how you take orders — how you respond to controls. If you do not get anything out of the experience the first time you try it, wait a day or so and try it again.

# ACTIVITY 26 BOARD OF DIRECTORS — WHO'S ON MINE?

This is a concluding activity to help you see who controls you.

To help you become more aware of the people who influence you:

1. Draw a rectangle.
2. This represents the board of directors of your company. The company is you. The persons whose ideas have influenced you the most are the board of directors.
3. List all the people who sit on your board of directors, that is, who have influenced you the most and whose ideas you would call upon in making major decisions. These people can be living or dead, nearby or far away, young or old, etc.
4. Put a C next to the person who is chairman of your board.
5. Rank order your board from the strongest member (#1) to the weakest.
6. Put an E next to the person you would most like to retire from the board.
7. Put a K next to the people you would like to keep.

8. At the bottom of the page, put the names of anyone who is on your waiting list to join your board.
9. Put a D next to all who are deceased.
10. Put an M next to all whom you have met.
11. Put a W next to all whom you see or talk to at least once a week.
12. Think of some major decision you have made in the last month. Write this decision at the bottom of the page. Put a check mark next to all the persons on your board whom you consulted in making that decision.
13. Put a 5 next to all the persons who were on your board five years ago.
14. At the bottom of the page, list any persons on whose board of directors you sit.
15. Think of a decision that you now are considering. At the bottom of the page list any outside consultants with whom you would want to talk over your problem.

Look over what you have written about your board of directors. Prepare your "company report" by making some "I learned" statements, such as:

- I learned that . . .
- I was surprised that . .
- I got in touch with . . .

# IN CONCLUSION

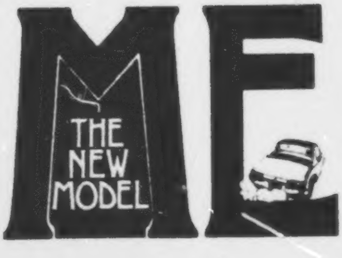
This is a review of some of the ideas that were presented in the Controls Unit. There are many ways that a person can study controls. The causal approach was used because every control has both causes and consequences for yourself and others.

A control was defined as a form of restraint that directs a person to do a certain thing. There are two basic controls over you, *inner* and *outer*. *Inner controls* are self-imposed restraints on your behavior, like your values or conscience. *Outer controls* are restraints on your behavior from outside forces like the family, peers, or the community.

Five areas of control were discussed in this unit - the family, the peer group, the school, the community, and mass media. Some of these groups may have a strong influence over your behavior. As a member of these groups, you also influence their behavior.

The purpose of this unit was to help you become more aware of controls around you, how they affect you, and how you affect them. It is hoped that you will accept and use controls that best recognize the human worth of both yourself and others.

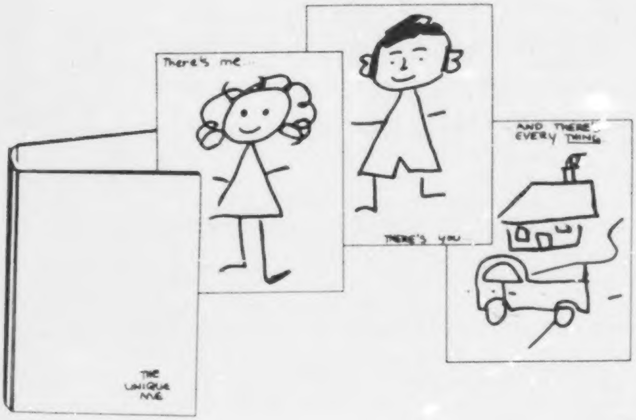
# UNIT 3

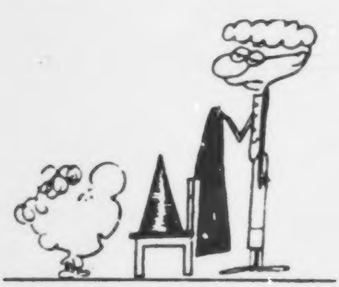


# TABLE OF CONTENTS
# UNIT III - REAL SELF

WHY STUDY THE REAL SELF? .......... 82
OBJECTIVES .......... 84
Activity 1 - "How I Feel about Myself" .......... 87
Activity 2 - "What I Want to Be Like" .......... 88
Activity 3 - "The Real Self" .......... 89
AWARENESS .......... 90
Activity 4 - "Now I Am Aware" .......... 91
Activity 5 - "Visual Awareness Skills" .......... 92
Activity 6 - "Hearing Awareness Skills" .......... 92
Activity 7 - "The Body Is a Person" .......... 93
Activity 8 - "Roles We Play in Life" .......... 94
Activity 9 - "Family Disagreement" .......... 95
Activity 10 - "The Curse of the Ideal" .......... 96
Activity 11 - "The Enslavement of Masculine and Feminine" 97
UNIQUENESS .......... 98
Activity 12 - "Introducing the Unique Me" .......... 99
Activity 13 - "Art and Me" .......... 99
Activity 14 - "A Portrait of the Unique Me" .......... 100
Activity 15 - "How I'm Different from You" .......... 101
Activity 16 - "What Makes Me Feel Like a Somebody" .......... 102
Activity 17 - "Whether or Not to Conform" .......... 103
Activity 18 - "Thinking about Me" .......... 104
Activity 19 - "Exercise in Taking Exercises" .......... 104
AWARENESS SKILLS .......... 105
SELF-ESTEEM .......... 106
Activity 20 - "Great News" .......... 108
Activity 21 - "I Don't Mean to Brag, But. . ." .......... 108
Activity 22 - "My Idol" .......... 109
Activity 23 - "Thank You Very Much" .......... 110
SOME GENERAL IDEAS WHICH TEND TO STRIP AWAY SELF-ESTEEM .......... 111
IN-CONCLUSION .......... 113

# WHY STUDY THE REAL SELF?





How often have you asked yourself: Who am I? Why am I here? What do I want? Such questions indicate a deep personal need to discover one's self.

What is the *real self*? Obviously, each person is more than a walking, talking body with a name. Each individual has feelings, wants, ideas and abilities that are as much a part of self as body and name. A significant part of the *real self* is the collection of ideas one has about himself. There are as many ideas as there are people, because each person is unique. Each interprets differently the qualities of his *real self*.

The self has many parts. This unit will deal with personal resources. They include the attitudes, feelings, skills, and experiences that people use in making decisions.

The purpose of this unit is to help you become more fully aware of and esteem the unique personal resources that help your *real self* grow.

Write down your feelings about and reactions to the ideas and activities in this unit in "Notes to Myself."

# OBJECTIVES

---

**At the end of this unit you should be able to:**

1. **State three of your resources that you were not aware of before you worked with this unit.**
2. **Identify one of your unique resources that helps you to grow.**
3. **Explain why you esteem that unique resource.**

"There is no fixed, true and real person inside of you or me, precisely because *being a person* necessarily implies *becoming a person, being in process*. If I am anything as a person it is what I

think
judge
feel
value
honor
esteem
love
hate
fear
desire
hope for
believe in
and
am committed to."

From *why am i afraid to tell you who i am?*
John Powell, S.J.

## ACTIVITY 1 HOW I FEEL ABOUT MYSELF

This is an activity to help you become aware of your unique resources.

Each statement below describes a feeling you may have about yourself. Write each statement and your response to it in "Notes to Myself."

| | Not at all | Not very often | Some of the time | Most of the time | All of the time |
|---|---|---|---|---|---|
| I am friendly. | 1 | 2 | 3 | 4 | 5 |
| I am happy. | 1 | 2 | 3 | 4 | 5 |
| I am kind. | 1 | 2 | 3 | 4 | 5 |
| I am brave. | 1 | 2 | 3 | 4 | 5 |
| I am honest. | 1 | 2 | 3 | 4 | 5 |
| I am likeable. | 1 | 2 | 3 | 4 | 5 |
| I am trusted. | 1 | 2 | 3 | 4 | 5 |
| I am good. | 1 | 2 | 3 | 4 | 5 |
| I am proud. | 1 | 2 | 3 | 4 | 5 |
| I am lazy. | 1 | 2 | 3 | 4 | 5 |
| I am loyal. | 1 | 2 | 3 | 4 | 5 |
| I am cooperative. | 1 | 2 | 3 | 4 | 5 |
| I am cheerful. | 1 | 2 | 3 | 4 | 5 |
| I am thoughtful. | 1 | 2 | 3 | 4 | 5 |
| I am popular. | 1 | 2 | 3 | 4 | 5 |
| I am courteous. | 1 | 2 | 3 | 4 | 5 |
| I am jealous. | 1 | 2 | 3 | 4 | 5 |
| I am obedient. | 1 | 2 | 3 | 4 | 5 |
| I am polite. | 1 | 2 | 3 | 4 | 5 |
| I am bashful. | 1 | 2 | 3 | 4 | 5 |
| I am clean. | 1 | 2 | 3 | 4 | 5 |
| I am helpful. | 1 | 2 | 3 | 4 | 5 |

## ACTIVITY 2 WHAT I WANT TO BE LIKE

This is an activity to help you set goals for yourself.

Each statement below describes a goal that you may want to set. Write each statement and your response to it in "Notes to Myself."

| | Not at all | Not very often | Some of the time | Most of the time | All of the time |
|---|---|---|---|---|---|
| I would like to be friendly. | 1 | 2 | 3 | 4 | 5 |
| I would like to be happy. | 1 | 2 | 3 | 4 | 5 |
| I would like to be kind. | 1 | 2 | 3 | 4 | 5 |
| I would like to be brave. | 1 | 2 | 3 | 4 | 5 |
| I would like to be honest. | 1 | 2 | 3 | 4 | 5 |
| I would like to be likeable. | 1 | 2 | 3 | 4 | 5 |
| I would like to be trusted. | 1 | 2 | 3 | 4 | 5 |
| I would like to be good. | 1 | 2 | 3 | 4 | 5 |
| I would like to be proud. | 1 | 2 | 3 | 4 | 5 |
| I would like to be lazy. | 1 | 2 | 3 | 4 | 5 |
| I would like to be loyal. | 1 | 2 | 3 | 4 | 5 |
| I would like to be cooperative. | 1 | 2 | 3 | 4 | 5 |
| I would like to be cheerful. | 1 | 2 | 3 | 4 | 5 |
| I would like to be thoughtful. | 1 | 2 | 3 | 4 | 5 |
| I would like to be popular. | 1 | 2 | 3 | 4 | 5 |
| I would like to be courteous. | 1 | 2 | 3 | 4 | 5 |
| I would like to be jealous. | 1 | 2 | 3 | 4 | 5 |
| I would like to be obedient. | 1 | 2 | 3 | 4 | 5 |
| I would like to be polite. | 1 | 2 | 3 | 4 | 5 |
| I would like to be bashful. | 1 | 2 | 3 | 4 | 5 |
| I would like to be clean. | 1 | 2 | 3 | 4 | 5 |
| I would like to be helpful. | 1 | 2 | 3 | 4 | 5 |

# ACTIVITY 3 THE REAL SELF

This is an activity to help you define the term *real self*.

A study of the real self can be approached in two ways:

- You are a human being. Thus, a very significant part of your real self is the motivations and needs that you have in common with all humans. This is your basic human character, which we call the *nature of man*.
- You are an individual. Thus, a very significant part of your real self is the personal resources that separate you from all other humans. We call them your *individual uniqueness*.

The first approach is an examination of the human motivations and needs that you share with all persons. An initial study of these needs and motivating forces was included in Unit I.

The second approach, your individual uniqueness, is the prime focus of this unit. You have specific personal resources that make your real self unlike that of any other person. This is fact, not theory. Through the activities of the unit, it is hoped that as you grow in *awareness* of your *uniqueness*, you will develop increased *esteem* for your real self.

# AWARENESS

It is easy to list the ways a person receives information about his physical surroundings and physical body. The five sense organs (eyes, ears, nose, mouth, and skin) continuously send information to the brain about physical changes within the person and within his immediate environment. However, sending information to the brain and being *aware* of it are not always the same. For fifteen seconds, concentrate only on what you can hear, and identify sounds of which you were not previously aware.

STOP reading for fifteen seconds and listen.

There are many similar illustrations of the difference between receiving information and being aware of it.

Getting in touch with my needs, feelings, roles, and goals helps me to better understand the remarkable being that I am. I cannot discover myself alone, but neither can I let anyone else tell me who or what I am.

Self-awareness involves becoming sensitive to what is going on both inside and outside of me.

TO NOT
BE AWARE
IS NO AWARE

# ACTIVITY 4 NOW I AM AWARE

This is an activity to help you develop your awareness skills.

As the first step in the study of the self, this exercise is designed to help you heighten your feeling of what is *actual*. Most people have times when they daydream, lose track of time or pay scant attention. What is actual is always in the present. Whatever has happened was actual in the past; whatever is going to happen will be actual in the future; but whatever is actual now is happening at this moment. Therefore, if you are to develop the feeling of actuality, you have to emphasize words such as "now" and "at this moment." Likewise, whatever is actual happens where you are at this time. Hence, you need to stress words such as "here" and "in this place."

Now for the exercise:

Try for a few minutes to make up sentences stating what you are immediately aware of. Begin them with the words "now" or "at this moment," for example, "Now I am aware that I am reading these words here, in this place."

Perhaps each of you can take turns making a "Now . . ." statement. Have your partner write your responses.

## ACTIVITY 5 VISUAL AWARENESS SKILLS

This is an activity to help you develop your visual awareness skills.

To make good responses, you have to know what is going on. To help you build your visual awareness so that you see more of other people and of your environment, try the following:

Select an object that is familiar to you, such as a ballpoint pen or a paper clip. Pick it up and investigate it. Stop when boredom begins. How much time did you spend investigating the object?

You may want to give the object to a baby about nine months old to see how much time he spends investigating it.

## ACTIVITY 6 HEARING AWARENESS SKILLS

This is an activity to help you develop your hearing awareness skills.

Close your eyes and listen to all the sounds around you. Can you describe them? Try to classify as many sounds as you can, such as the air conditioner's hum and the birds' chirping. You may then realize that normally you really do not *hear* these sounds. You block them out.

- What other sounds do you block out?
- Do you block out unpleasant remarks or requests to do something that you do not want to do?
- How can listening help you make better decisions?
- When others did this exercise, did you notice that they heard things you did not?
- What kinds of things did you ignore?

## ACTIVITY 7 THE BODY IS A PERSON

This is an activity to help you see the body as a "whole."

Look at yourself in an entirely new way: as a mind-body totality. Your body is you. You do not live inside your body. The body is a person. To divide human functioning into the mental and the physical is to make an artificial distinction.

To discover this, observe yourself the next few times you feel any particular way: happy or sad, companionable or lonely, interested or bored. Notice how these emotional states are a part of physical sensations. Boredom is not only a wish to do something else; it may also be a tightening of the chest, a constriction around the neck and shoulders, an itching in the legs and feet. A lump in the throat is sadness. Fearful anticipation is butterflies in the stomach. Anger makes your blood boil. Disappointment makes your heart sink. Frustration is a pain in the neck. Confronted by pressing alternatives, you feel torn apart.

If you block disagreeable feelings, you also block pleasurable feelings. If you do not allow yourself to experience a feeling fully, you force yourself to undergo the long process of waiting for it to subside before you are free to feel anything else.

Think of words or expressions that are used to describe a whole person, for example, a "big mouth" and a "fathead." Do not overlook the longer phrases, such as, "He has both feet on the ground."

- To what degree do these phrases help us to know the persons whom they describe?
- In what ways do they hinder us from knowing the person?
- How do labels keep us from being sensitive to a total person?

Each person is unique. Labeling a person can be damaging to both the giver and the receiver of the label.

# ACTIVITY 8 ROLES WE PLAY IN LIFE

This is an activity to help you become aware of some roles you play.

Each person plays a great many roles throughout life. For example, a woman may adopt the roles of wife, helpmate, mother, cook, cleaning lady, nurse, and club member. She may say that she feels very chopped up because of these numerous roles and thus can do none of them well. The recent women's liberation movement has brought this situation into sharper focus.

You, too, may feel that you are expected to play a number of roles. To prove this, make a list of the various roles that you think you are expected to play during a week's time.

Now form groups of six or eight persons and take turns portraying the roles that you see people playing. Do not tell whose role you have chosen or what the role is. That is for the others to guess.

- Why do you think people play different roles in life?
- What need might they be satisfying in a given role?
- What roles do you play in everyday life?
- To what degree do others' expectations affect the role(s) you play?
- When does role playing become hyprocrisy? When is it not hyprocrisy?

## ACTIVITY 9 A FAMILY DISAGREEMENT

This is an activity to help you become aware of the roles people play to influence others.

Sometimes people play roles to manipulate or influence others. According to Satir and Shostrome, there are four basic kinds of manipulative roles that an individual can play in countless ways. They are:

1) **Placating:** Pacifying, smoothing over differences, being nice, protective, defending others gently, covering up. "Oh, it's not so bad, really." "We agree, basically."
2) **Avoiding:** Being quiet, pretending not to understand, changing the subject, playing weak, playing helpless. "I can't help it." "I didn't hear you."
3) **Blaming:** Judging, bullying, comparing, complaining. "It's always your fault." "You never—." "Why don't you—?"
4) **Preaching:** Lecturing, using outside authority. "You should—." "You must—." Proving that you're right by explaining, calculating, using logic, etc. "Dr. Spock says—." "What you're actually doing is—."

Form a group of four students to role play a family disagreement: a father, a mother, a sister, and a brother. This activity has four rounds of five minutes each. In each round, you will play a different member of the family and play a different role: placating, avoiding, blaming, or preaching. At the end of each round, each person will have one minute to tell what difficulties he encountered and to receive feedback from others in the group on how well he played his role.

**THOUGHT STARTER:**

"Listening is taking the time to understand what you are hearing before you make up your mind." - Anonymous

## ACTIVITY 10 THE CURSE OF THE IDEAL

This is an activity to help you see how other people influence your behavior.

Many people spend a great deal of time trying to live up to what other people think they should be like. This has been called the "curse of the ideal."

People tend to pattern their lives according to what other people think, rather than fulfilling themselves and using the resources unique to them as individuals.

The exercise below deals with this problem.

- What are some of the tape scripts you play inside your head that tell you how you are going to act in a specific situation? To find out more about some of the roles you play, try this exercise:
- Complete a sentence beginning with the words, "A good __________ always/never ______________ ." Fill the first blank with as many of the words below as you want to use. Do the exercise with a partner, whose job is to find exceptions to the statements you make.

son/daughter
mother/father
boy/girl
sister/brother
host/hostess
boss/employee
date
teacher
friend
Christian
Jew
pot smoker
artist
any others you can think of . . .

**THOUGHT STARTER:**

"It is impossible for a man to be cheated by anyone but himself." - Emerson

## ACTIVITY 11 THE ENSLAVEMENT OF MASCULINE AND FEMININE

This is an activity to help you see how stereotyping may influence your behavior.

A stereotype is a standardized mental picture held in common by members of a group. It is an over-simplified opinion or attitude. Saying that all redheads have short tempers or that all fat people are jolly makes it appear that people fall into molds and patterns.

Today the stereotyping of male and female roles is getting much attention. The humanity of both the male and the female may be limited if these roles are narrowly defined. As you study about the self, it is important to understand that narrow attitudes concerning the male and the female roles are both individual and structured into society.

When your teacher reads the following statements, position yourself in the room according to a prearranged scale of 1 to 5, with 1 signifying total disagreement and 5 complete agreement. Your teacher will tell you in advance what each location signifies. The area between the precise points represents varying degrees of agreement and disagreement from 2 to 4. If you move when a statement is read, tell why.

- Men are less emotional than women.
- The desire to give birth is natural to women.
- Women are superior to men.
- Men should be more tender and softer.
- Women should run the household.
- Fighting is natural to men.
- Women tend to be more artistic than men.

Watch television programs and commercials for one week to see how many male and female stereotypes you can discover, or collect advertisements that depict stereotypes. Bring your results to class and compare them with others'. Note particularly the elements of stereotyping.

Discuss the significance of television stereotyping in our society. You may want to contact local television and national networks, either in person or by letter.

# UNIQUENESS

What is there about each person that is different? If you realize how you differ from others, you can appreciate your own and others' uniqueness. You can esteem yourself and others as you grow in understanding this uniqueness.

## "You-nique-ness"

"You — special, miraculous, unrepeatable, fragile, fearful, tender, lost, sparkling ruby, emerald jewel, rainbow splendor person. It's up to you."

Joan Baez

## ACTIVITY 12 INTRODUCING THE UNIQUE ME

This is an activity to help you become aware of your unique resources.

Introduce yourself to the class as someone might introduce you if you were running for an office in a club or school.

Introduce yourself as you might if you were a friend of yours trying to get you into an informal social group.

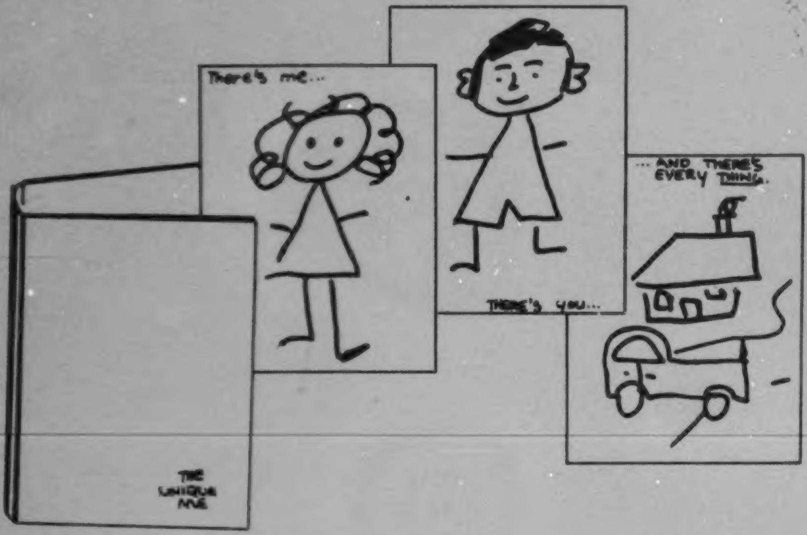
Complete the following sentence: "One important thing about me as a person is . . ."

## ACTIVITY 13 ART AND ME

These three activities are suggested to help you see in graphic form what you may not be able to put into words about yourself.

- **Advertisements for myself**: Make up a brochure advertising yourself, using materials such as sheets of colored construction paper, catalogs, post cards, newspapers, glue, stapler, and cellophane tape.
- **Comic strip**: Divide a paper into twelve sections. In each section illustrate specific skills and talents you have. You will need a large sheet of paper and a drawing instrument.
- **Silhouettes**: Form small groups and take turns drawing full sized silhouettes of each other. Hang the silhouettes on the wall with the model's names. Move from one to another, adding the features you associate with each model. You will need enough butcher or wrapping paper for a life-size silhouette for each student and a crayon or other heavy drawing instrument for every two students.

# ACTIVITY 14 A PORTRAIT OF THE UNIQUE ME


There's me...
THERE'S you...
... AND THERE'S EVERY THING.
THE UNIQUE ME

This is an activity to help you become aware of your unique resources.

Draw, however crudely, a self-portrait showing your differences. Show something special about yourself or something you like to do. Add explanations and, if possible, a photo of yourself as you actually look. Perhaps you would like to do a cartoon book. The way you do the cartoons will be uniquely your own. These examples may give you some ideas:

**THOUGHT STARTER:**
"I love myself when I am myself" - Hugh Prather

# ACTIVITY 15 HOW I'M DIFFERENT FROM YOU

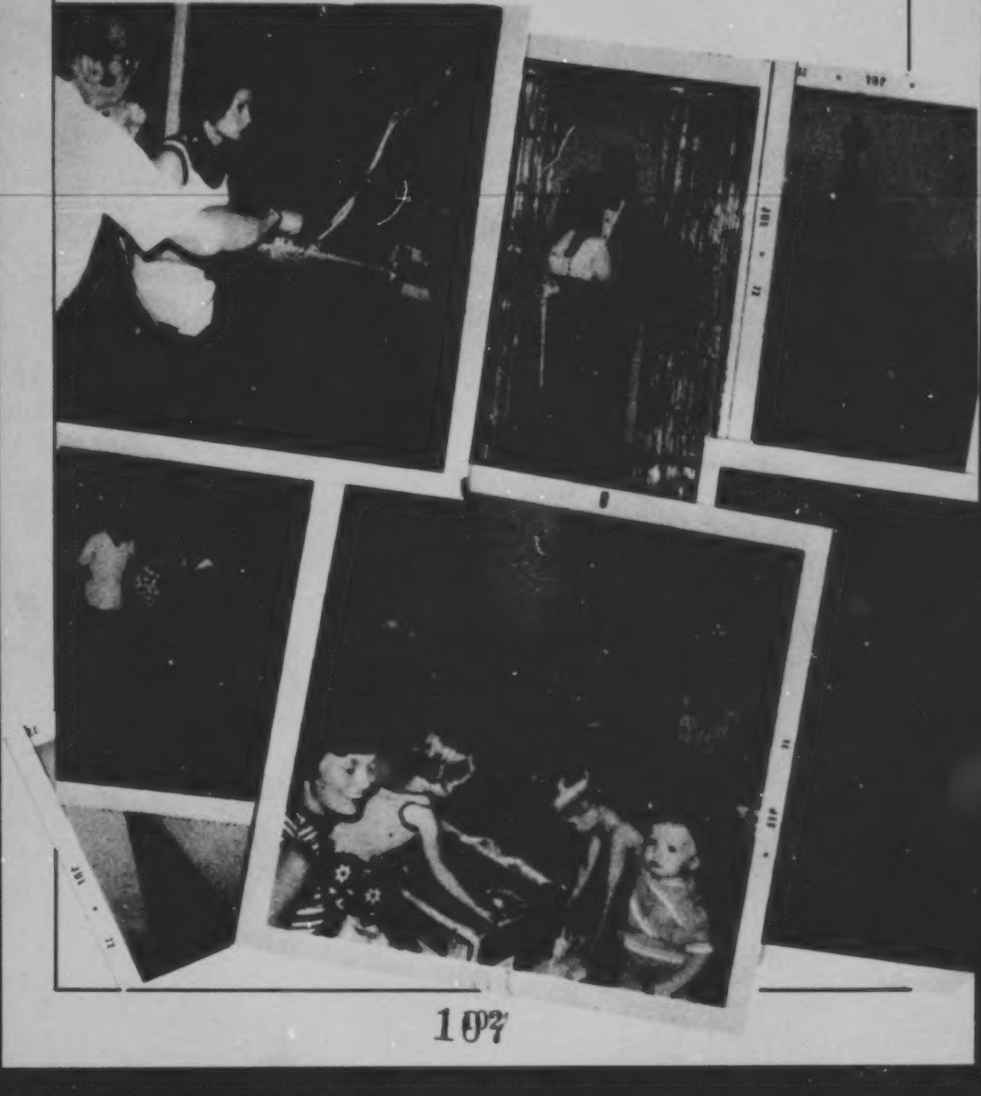
This is an activity to help you become aware of your unique resources.

Form groups of six to eight persons each. Tell each person in your group one way in which you are unlike him. Stick to ways that can be observed or proved, and begin each sentence with "I'm different from you because . . . ." After you have finished, ask those who are willing to tell you how they felt about what you told them.

# ACTIVITY 16 WHAT MAKES ME FEEL LIKE A SOMEBODY

This is an activity to help you become aware of your unique resources.

Make a collage out of symbols and pictures of work that represent your strengths. Find pictures in magazines, cut them out, and superimpose them on poster board randomly. Be sure to find the kinds of pictures that truly represent you when you are "feeling like a somebody."



# ACTIVITY 17 WHETHER OR NOT TO CONFORM

This is an activity to help you become aware of your unique resources.

When you see your own conformity as merely abiding by a custom that you did not make, your self-esteem suffers. For example, you have just been to a wedding, which for you was a bore. Now you can go through the receiving line, saying all the right things. ("I really enjoyed it," etc.), or you can express your true feelings ("What a drag, I've never been so bored in my life"), or you can examine your feelings, explore various alternatives and their consequences, and then make an appropriate choice.

When you see conformity as a choice that you freely make, your self-esteem grows. Social roles and general kinship with society are helpful as long as they are not your only source of experiencing yourself and do not cause you to ignore yourself as an agent of choice.

How might you handle any of the dilemmas below?

- You are a member of the high school choir, and a concert is scheduled for next Friday night. The choir director insists that everyone is to wear black shoes. You have a pair, but you do not like to wear them.
- The football coach has stated that any boys with hair that is too long will be dropped from the squad. You are quite certain that you are one of the people to whom he is referring.
- You are at an overnight party at a girlfriend's house. Someone discovers where her parents keep their liquor. A bottle is passed around.

## ACTIVITY 18 THINKING ABOUT ME

This is an activity to help you become aware of your unique resources.

Have eight small pieces of paper. Close your eyes and get comfortable. For about five minutes, let your mind play with words and phrases that describe you. When you have finished, open your eyes and write on the eight pieces of paper the words and phrases that came to your mind while you meditated. These papers are yours only. Now rank the papers, putting the one you like best in the first position, the one you like least in the last, and the others according to the degree of happiness or satisfaction they give.

## ACTIVITY 19 EXERCISE IN TAKING EXERCISES

This is an activity to help you become aware of your unique resources.

With the belief that the beginning of wisdom and self-esteem is the ability to see humor even in oneself, here is a simple self-evaluation:

| | Far Exceeds Requirements | Exceeds Job Requirements | Meets Job Requirements | Needs Some Improvement | Does Not Meet Minimum Required |
|---|---|---|---|---|---|
| Ability | Leaps tall buildings with a single bound | Must take a running start to leap over tall bldg. | Can leap over only short or med. bldgs. with no spires | Crashes into a bldg. when attempting to leap over | Cannot recognize buildings, let alone jump over them |
| Timeliness | Is faster than a speeding bullet | Is as fast as a speeding bullet | Not quite as fast as a speeding bullet | Would you believe a slow bullet | Wounds self with bullet when attempting to shoot gun |
| Initiative | Is stronger than a locomotive | Is stronger than a bull elephant | Is stronger than a bull | Shoots the bull | Smells like a bull |
| Adaptability | Walks on water consistently | Walks on water in emergencies | Washes with water | Drinks water | Spills water during emergencies |
| Communication | Talks with God | Talks with angels | Talks to himself | Argues with himself | Loses these arguments |

# AWARENESS SKILLS

Knowing that:

- It's healthy for me to be more than one way — to consider more than one role.
- I have worth.
- There's nobody else like me.
- All my senses (systems) are go.
- What I feel and do are my feelings, my perceptions, my actions, but they may be shared by others. I may not be alone and should check this out.
- I have only my own experience to think with.
- What is real or concrete is very little; everything else is in my head.
- When I conform, I do so because I wish to.
- Almost everything I know or receive I get symbolically, not through direct experience.
- I am not just what people say about me.
- Being able to laugh about myself is half the battle.

(These last three are hard to achieve, but you are encouraged to work on them over a period of time.)

- I am operating in the here and now.
- I am in touch with my body.
- I accept myself in all my good/bad aspects.

Cartoon removed by ERIC due to copyright law.

# SELF-ESTEEM

Self-esteem is knowing you are different from everyone else and being happy that you are.

It is taking ownership for what you do and feel. Self-esteem comes when you see yourself as the center of valuation and choice — in other words, when you realize that YOU are the one who continually sets your own values and makes your own decisions.

**What Are Some Sources of Self-esteem?**

- Knowing who you are in a given circumstance
- Having respect for others
- Making choices and experiencing yourself as the agent of those choices
- Being aware of controls in society that may deny you your individuality
- Being aware that, in a democratic society, such controls can be changed

This entire course, and particularly the unit on the self, is based on the following beliefs about the nature of people:

- Each person has assets, strengths, and abilities, some of which he knows about and others of which he is unaware.
- What one does is strongly influenced by where he is.
- Group encouragement and positive feedback help a person explore himself so that he is better able to change if he wants to.
- The present can be changed and the future directed without overconcern for the past.
- We often learn best from our peers.
- We learn success from those we choose as successful. To have a model is essential.

- Learning means recognizing and accepting the differences between my failure and your success and adjusting my next action accordingly.
- We continue to grow and think well of ourselves by completing a task and moving on to a new one.
- Everyone has the inherent desire to change and grow.

## ACTIVITY 20 GREAT NEWS

This is an activity to help you esteem your unique resources.

Imagine that you have just received a telegram conveying the best possible news. Write out and consider sharing what would be in the telegram.

## ACTIVITY 21 I DON'T MEAN TO BRAG, BUT . . .

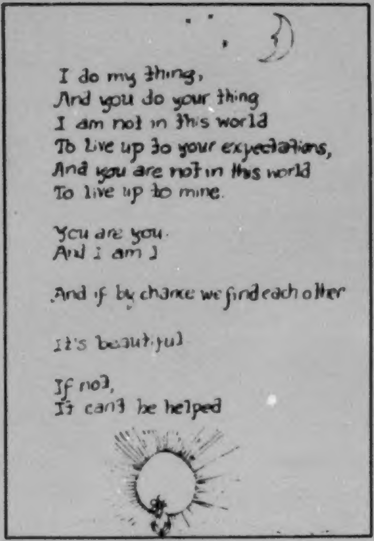
This is an activity to help you esteem your unique resources.

Probably there have been times when you have been proud of something you did or had. You wanted to tell someone about it, but our society does not encourage people to share their feelings of pride. Someone else may mention the accomplishment, but otherwise it may go unrecognized and unshared.

Pride is related to how a person feels about himself. Each of us has proud moments. Complete the following group of words, filling the blank with one of the phrases listed below: The ______________________ that makes me feel proudest is . . . .

- occasion when I helped someone
- habit I have
- thing I've done for a member of my family
- item I own
- school project
- achievement in my life
- thing I did for a friend

# ACTIVITY 22 MY IDOL



I do my thing,
And you do your thing
I am not in this world
To live up to your expectations,
And you are not in this world
To live up to mine.

You are you.
And I am I

And if by chance we find each other

It's beautiful

If not,
It cant be helped

Fritz Perls

This is an activity to help you esteem your unique resources.

Think of someone you idolize. The person may be living, or he may be a historical or fictional character. If possible, talk to or observe the person. If the character is historical or fictional, do enough research to compile several of his traits that show strength. List the characteristics that make the person admirable.

Compare your idol's strengths with your own strengths. List the traits you now possess that are similar to your idol's. Then list the idol's traits that would be valuable for you.

# ACTIVITY 23 THANK YOU VERY MUCH

This is an activity to help you esteem your unique resources.

What do you do with a compliment? You take it in and let it warm you. This exercise is designed to give everyone practice in getting and giving such warmth.

Form groups of six to eight. Each will have the opportunity to give and receive compliments. One of the group is to volunteer to receive sincere compliments from the others in the group. Be sure that he receives at least three. He is not to respond. Continue the activity until everyone who wishes has had the opportunity to receive compliments from the group.

# SOME GENERAL IDEAS THAT TEND TO STRIP AWAY SELF-ESTEEM

Some ideas tend to make it difficult to maintain self-esteem. Learn to recognize these ideas when you hear them and realize the effect they may have on how you feel. Some people accept these ideas without challenge. How do you feel about them?

- Only things that are tangible, measurable, and external are worthwhile. For example: "I scored in the 87th percentile in the XYZ test." "Consideration for others is well and good, but you can't eat/wear/spend idealism."
- Everything is tentative; traditional values no longer apply. For example: "In olden days a glimpse of stocking was looked on as something shocking, now, heaven knows, anything goes." Cole Porter
- Man is no different from other animals. For example: "We employ 10,000 at this plant." (10,000 what? Not people, just bodies.)
- Human functions and skills are fast becoming obsolete. For example: "There is no industrial job that a man can do that a machine can't do faster, better, more accurately and cheaper."
- In our complex society, it is absolutely essential that we have the huge bureaucracies which have grown out of our more complicated civilization. For example: "You can't fight City Hall."
- Can you think of any more?

From the feeling that he lacks value, man comes to feel helpless. He experiences emptiness, longing, alienation, anxiety, and identity crisis. To overcome these feelings, rather than attacking their sources, he often tries to find identity in others and in his possessions, as though "having" were better than "being."

**THOUGHT STARTER:**

"The tragedy of life is what dies inside a man while he lives."
Albert Schweitzer

# THE ACTUALIZING SELF

"The self-actualizing person is always in process, he is always becoming more real. He has learned to drop the defenses of earlier childhood and has become strong and independent, no longer doing things out of fear of disapproval or anxiety but rather because he has freely chosen to do them. This new found freedom allows him to be selfless, creative, and eager to explore the world of reality outside of himself. Abraham Maslow describes the life of a self-actualizing person as being characterized by dedication to something 'bigger than oneself.' "

Frank Goble

# IN CONCLUSION

What is the real self? Obviously you are more than a walking, talking body with a name. You have feelings and wants that are as much a part of the self as your body and name.

Real self was defined as the ideas you have about yourself. There are as many ideas as there are people, because every person is unique. Each of you interprets the qualities of your real self differently.

The self has many parts. You have studied one part — personal resources. Resources are the attitudes, feelings, skills, and experiences that you use in making decisions.

In order to better understand personal resources, this unit was divided into three parts — self-awareness, uniqueness, and self-esteem.

The purpose of the Real Self Unit was to help you become more fully aware of your uniqueness and to grow in self-esteem.

# UNIT 4

# ME

## THE NEW MODEL

# TABLE OF CONTENTS
# UNIT IV - VALUES

WHY STUDY VALUES? .......... 118
OBJECTIVES .......... 120
Activity 1 - "A Valuing Process" .......... 122
THE VALUING PROCESS CHECKLIST .......... 124
STEPS IN THE VALUING PROCESS .......... 125
Activity 2 - "Identity Auction" .......... 123
Activity 3 - "20 Things I Like to Do" .......... 128
Activity 4 - "Soapbox Statements" .......... 130
Activity 5 - "Feelings about Frustration" .......... 130
Activity 6 - "Value Continuums" .......... 131
Activity 7 - "Value Decisions" .......... 132
Activity 8 - "I Urge Telegram" .......... 134
AREAS OF CONFUSION AND CONFLICT .......... 135
Activity 9 - "Polling Your Opinions" .......... 136
Activity 10 - "How Do I Feel about the Behavior of Others?". 137
Activity 11 - "Values Grid" .......... 138
Activity 12 - "Rank Ordering" .......... 139
Activity 13 - "Alligator River Episode" .......... 140
Activity 14 - "Destructive Behaviors in My World" .......... 145
Activity 15 - "Magic Container" .......... 145
Activity 16 - "Three Wishes" .......... 146
Activity 17 - "Impact People Interviews" .......... 147
Activity 18 - "Ways in Which People Decide" .......... 148
REVIEW - HOW DO VALUES AFFECT YOUR DECISIONS 150
IN CONCLUSION .......... 152

# WHY STUDY VALUES?

2

Every time you decide to do something, you first think through several problem-solving steps. Of course, most problems you meet are simple to solve and require little planning, such as deciding whether or not to have lunch today, to smile at a friend, or to sharpen a dull pencil. However, many of life's problems are highly complex and require lengthy thought before you can make a decision. It is when the complex problems arise that you find the greatest need for a set of clearly defined values to help you make constructive decisions.

As with all things, values change as you mature. A behavior that you find constructive today, you may not have thought constructive in the past or may not think constructive in the future. The Values Unit makes three prime assumptions about constructive behavior:

- Behavior has causes and consequences. There is a basic orderliness and dependability in social-personal behavior.
- A behavior is to be judged constructive to the degree that it contributes to the worth and dignity of the human person (self-fulfillment).
- As individuals, we are involved in the community; therefore our behaviors involve a sense of responsibility to society (being other oriented).

The activities in this unit are designed to help you define, develop, and clarify your values. We hope that each experience will involve values you now consider significant in relation to yourself, to other people, and to property. The purpose of this unit is to help you develop the skills necessary to clarify your values and to constructively apply them in life decisions.

Most of the strategies used in this section stem from workshops given by Dr. Sidney Simon of the University of Massachusetts at Amherst, and appear also in the book, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. Hart Publishing, New York, 1972. Sidney B. Simon, Leland Howe and Howard Kirschenbaum. For further information on Values Clarification, including a list of national workshops, write to: Values Associates, Box 43, Amherst, Massachusetts 01002.

# OBJECTIVES

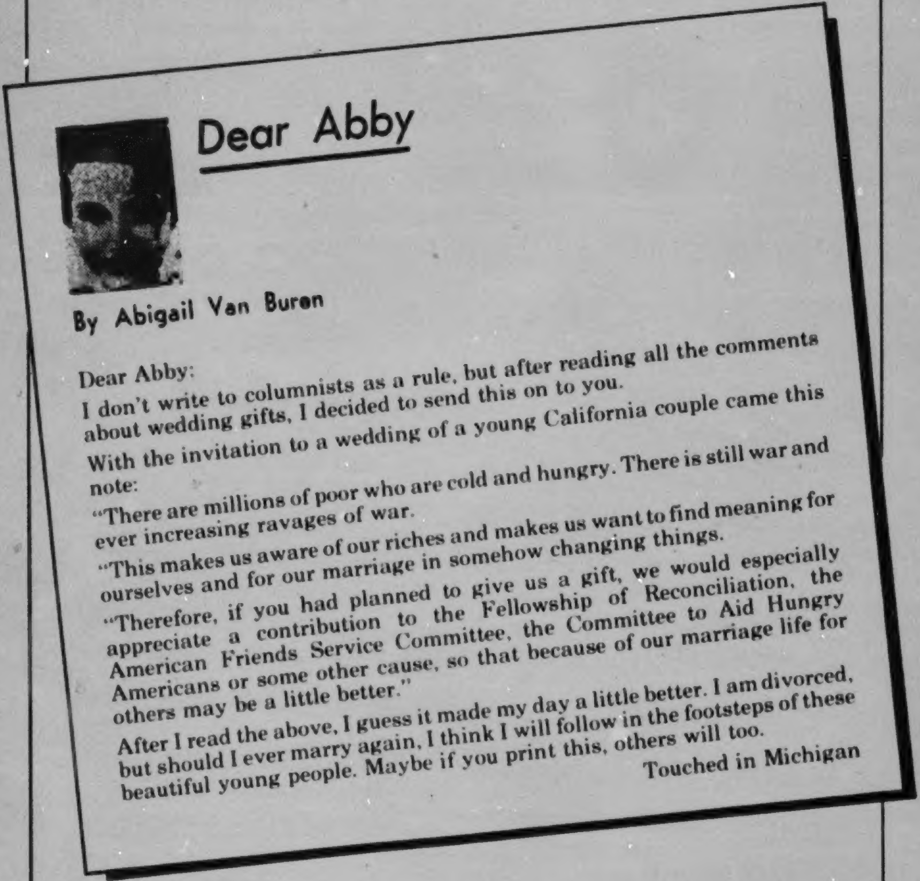
At the end of this unit, you should be able to:

1. Make a value statement and apply the seven value clarifying criteria, giving evidence to show that each of the seven questions was applied.
2. State a long-range life goal. Tell how your values will help or hinder you in attaining this goal.

# ACTIVITY 1 A VALUING PROCESS

This is an activity that describes a valuing process and explains how people make decisions based on their values.

How do people develop values? Why might they want them? If individuals understand the *valuing process*, they will have the answers to these questions. This process has three steps: choosing, prizing, and acting upon. A letter to "Dear Abby" and a discussion to illustrate the steps in the valuing process follow:



Dear Abby

By Abigail Van Buren

Dear Abby:

I don't write to columnists as a rule, but after reading all the comments about wedding gifts, I decided to send this on to you.

With the invitation to a wedding of a young California couple came this note:

"There are millions of poor who are cold and hungry. There is still war and ever increasing ravages of war.

"This makes us aware of our riches and makes us want to find meaning for ourselves and for our marriage in somehow changing things.

"Therefore, if you had planned to give us a gift, we would especially appreciate a contribution to the Fellowship of Reconciliation, the American Friends Service Committee, the Committee to Aid Hungry Americans or some other cause, so that because of our marriage life for others may be a little better."

After I read the above, I guess it made my day a little better. I am divorced, but should I ever marry again, I think I will follow in the footsteps of these beautiful young people. Maybe if you print this, others will too.

Touched in Michigan

This young couple from California probably thought a great deal about the meaning of their life together. If this couple used a valuing process in making their decision about their wedding gifts, they probably went through the following:

1. The couple felt that a *value decision* on wedding gifts was needed.
2. They thought of *many alternatives.*
3. The couple *felt free to make a value decision.*
4. They *considered the consequences* of each alternative.
5. They wanted their decision to be one that they could both *prize and esteem.*
6. When their final decision was made, they told their parents and friends, thus *publicly stating their decision.*
7. When they made out their wedding invitations, they enclosed a note about their decision, thus *publicly acting upon* their decision.
8. If they continue to share their wealth with others, their attitudes on money will become *a way of life* as a value.

**THOUGHT STARTER:**
"The greatest pleasure I know is to do a good act by stealth, and have it found out by accident." - Charles Lamb

# THE VALUING PROCESS CHECKLIST

Each time you feel that a value decision should be made, look at the situation and try to identify the needs you are trying to satisfy. No decision is made in a vacuum. Though you may not be aware of it, in the background there is always a need that you are trying to satisfy by making a decision.

To check a decision as representing your values, it is suggested that you put it through this valuing process.

Yes No

1. Have you identified the need or needs that call for you to make a decision? ______ ______
2. Are *alternative* behaviors available to satisfy the need? ______ ______
3. Are you *free* to *make* a *decision*? ______ ______
4. Have you *considered* the *consequences* of each alternative? ______ ______
5. Will you *prize* and *esteem* your decision? ______ ______
6. Will you *publicly affirm* your decision? ______ ______
7. Will you *act upon* your decision? ______ ______
8. Will you *repeat your behavior* in similar situations? ______ ______

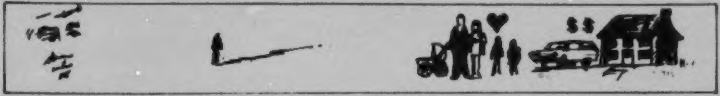
If your decision making successfully passes through all of these steps, then your decision accurately reflects and clearly indicates your values.

# STEPS IN THE VALUING PROCESS

When, as a human being, you are faced with the need to make a decision that involves one or more of your personal beliefs,

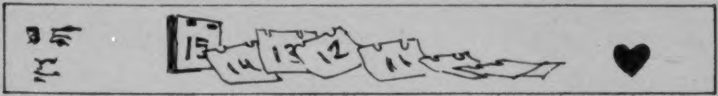
And you are free to make a choice among the alternatives,

And you consider the short- and long-range consequences of each alternative,

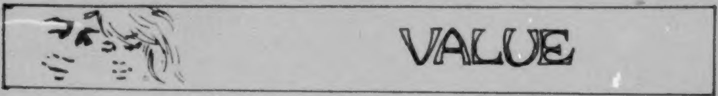


And you both prize and esteem the alternative you select and are willing to publicly state it,

and act in accordance with that choice, and continue to behave in a manner that is consistent with the belief that guided that choice,



Then that belief which led you toward the selected behavior is a



Thus a Value may be defined as:

*A strongly held belief*
— freely chosen from among alternatives,
  — after careful consideration of the consequences of each alternative,
    — that is both prized and esteemed,
      — publicly stated,
        — publicly acted upon,
          — and repeated in one's daily living.

## ACTIVITY 2 IDENTITY AUCTION

This is an activity to help you clarify some of your feelings and wants.

List five things you would like to do or be in the next few years. You may want to fly a plane, go skiing, go fishing, or be an engineer, a lawyer, or a dentist. Give the list to your teacher.

Tomorrow you will be given a list of everything the members of the class have said they want to do or be. Look over the list carefully and select some things you would like to do or be. We will put these items up for auction, and each of you will have $2000 to spend. When your money runs out, you cannot bid any more.

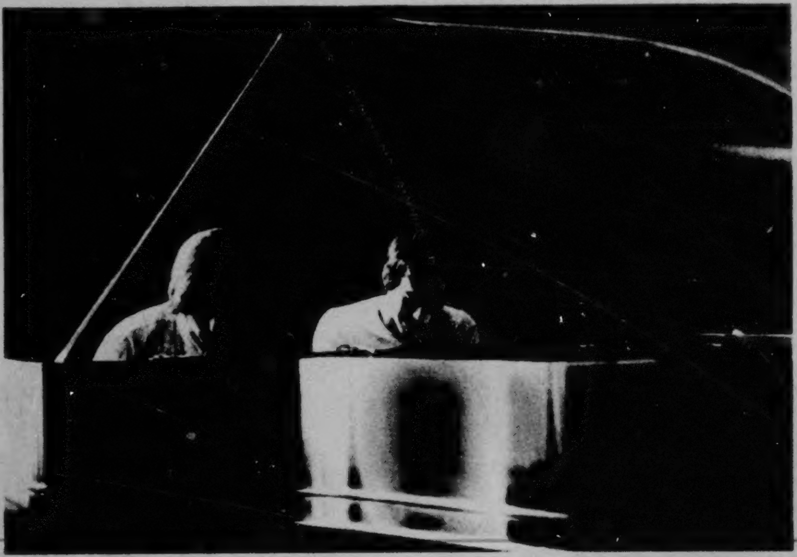
At the end of the auction, make a list of everything you purchased. After studying the list of items, make up some "I learned" statements. Share your statements with the class.

# ACTIVITY 3 20 THINGS I LIKE TO DO

This is an activity to help you focus on what you do as an expression of what you value.

Do this activity in your "Notes to Myself":

1. List twenty home or school activities that you would like to do this year.
2. Next to each activity list an A if you would like to do this activity alone, and a P if you would like to do it with other people.
3. Put a $ sign next to every activity that requires money.
4. Put a 5 next to every activity you would *not* have wanted to do five years ago.
5. Put an M or a D next to the activities your mom or dad would have been interested in doing previously or might do today.
6. Rank order your five favorite activities.
7. Put the date next to the last time you did these activities.
8. Put a 20 next to the activities you would least like to do.



After you complete this activity:

- Put any thoughts you have about this exercise in your "Notes to Myself."
- How do you feel about any inconsistencies in your actions?
- Have your friends or activities changed within the last five years?
- How many of your activities involve money?
- How do your interests differ from those of your parents? How are they similar?
- What do your activities tell you about your values?
- If you wish, share insights with the entire group by completing "I learned" statements that originated from doing this exercise.

## ACTIVITY 4 SOAPBOX STATEMENTS

This is an activity to help you clarify strong beliefs that you and others hold.

At the beginning of class each day, you will have the opportunity to make a "Soapbox Statement." Try to make at least one such statement in the course of this class. A "Soapbox Statement" is one starting with the words "I strongly believe that." If the class has any questions, you may want to discuss your feelings further.

## ACTIVITY 5 FEELINGS ABOUT FRUSTRATION

This is an activity to help you clarify your feelings about frustration.

In your "Notes to Myself," make a list of all the words you can think of that describe your feelings and frustrations as a high school student right now.

Share your list with five or six classmates. As others read their lists, add to your list any words that you do not have.

Use this master feeling checklist to check your feelings here and now.

- Underline the feelings that you are experiencing right now.
- Put an *S* next to the feelings that are *stronger* and an *M* next to those that are milder.
- Put a *T* next to the feelings that are *typical* of ones you frequently experience.
- Put a + next to the feelings you would like more frequently.
- Put a — next to the feelings you would like less frequently.
- Circle any words that describe *your values* or are closely related to one of your values.
- Identify the values involved.

Add new feeling words to your list. Repeat this exercise whenever you want to focus on your feelings here and now.

# ACTIVITY 6 VALUE CONTINUUMS

This is an activity to help you clarify your values.

For this activity, line up six chairs facing the class. The line represents a value continuum, with the chairs on the ends representing the extreme positions in judgment and the chairs in between representing more moderate positions. Each time your teacher or classmates mention an issue about which there are two extreme positions, stand behind the chair along the continuum that best represents your opinion. No one may be in the middle.

For example:

Alice ........................................ Edie
Agreeable Alan ........................................ Independent Ed

**Value Issue #1**

Your friends want to use a fake I.D. card to buy beer and drink it in the park. Knowing that you might get arrested for buying beer with a fake I.D. card and drinking illegally in the park, will you go along with the gang (agreeable Al), or will you line up toward Independent Ed, who wants to leave the group before he gets in real trouble?

**Value Issue #2**

You are shopping with friends. A couple of them want to have a contest to see how many items you can steal and carry out of the store in ten minutes. Where would you place yourself along the continuum? Are you closer to Agreeable Al, who goes along with the group, or closer to Independent Ed, who does not want anything to do with stealing?

# ACTIVITY 7 VALUE DECISIONS

This is an activity to help you clarify your feelings about people's behavior.

These statements either involve a conflict in values or require a value response. As you read through each statement, try to identify the conflict in values and decide what your response might be. You may record your responses in your "Notes to Myself."

1. You are very attracted to a girl (boy), but she (he) ignores you.
2. Someone of your own age with whom you are friendly appears to be very upset for some reason unknown to you.
3. You suggest to a friend that you both go on the ferris wheel at the fair, but your friend seems reluctant (doesn't want to).
4. You know that your friend is doing something that causes him (her) to suffer.
5. Someone at school frequently picks on you, bullies you, or insults you.
6. You have reason to believe that someone at school has been telling an untrue story about you.
7. The person in the next desk to you sniffs continually.
8. Your parents brag about you to their friends in your presence.
9. Your mother, who is tired or distracted, is not listening to something important that you are trying to tell her.
10. You think that your father is unreasonable when you argue with him.
11. Your parents are worried about your going on a school climbing trip and are proposing to forbid you to go.
12. Your father is critical of your hair and your clothes.

13. Your father says, "When I was your age, I never. . . ."

14. Your mother wears teenage fashions.

15. Your father brags about how good he was at sports when he was your age.

16. You go shopping with your mother to buy some clothes for yourself, but she wants to make all the choices for you.

17. An adult is critical of your parents in their absence.

18. A friend of your parents is rude about your appearance and critical of your generation.

19. A teacher cannot keep order.

20. You are laughing at a movie that is supposed to be serious. An elderly man tells you to be quiet.

21. A neighbor complains of the noise you make late at night with your motorcycle or transistor radio.

22. A man pushes past you in line at the supermarket, and the cashier insists on serving him first.

23. The teacher gives the whole class a detention because one student broke a rule.

24. The teacher disciplines you because he thinks your work is too good to be original. It is, in fact, your own work.

**THOUGHT STARTER:**

"The idealist is incorrigible: if he is thrown out of his heaven, he makes an ideal of his hell." - Nietzsche

**THOUGHT STARTER:**

"Listen, or thy tongue will keep thee deaf." Indian Proverb

## ACTIVITY 8 I URGE TELEGRAM

TELEGRA
SEND THIS OUT TO THE SOVIET PREMIER, PLEASE. IMMEDIATELY!

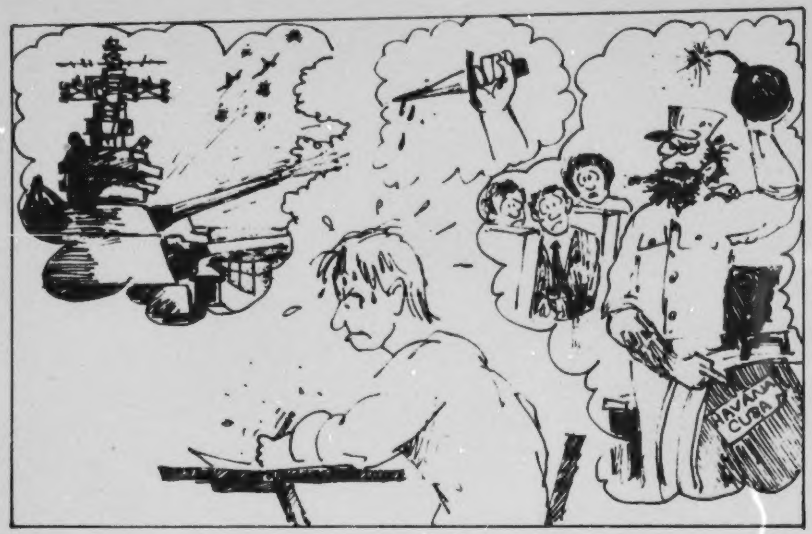
This is an activity to help you put your values into action.

Write a telegram to anyone in the world, assuming that he will read it. Express strong feelings about something. Urge him to act. If your feelings are intense enough, you may want to send the telegram. Go ahead.

# AREAS OF CONFUSION AND CONFLICT

In every area of life, we make value decisions. However, it is often difficult to make decisions in a specific area, because we are not sure of our values in that area. It may be one of confusion and conflict. For example, in the area of politics, people may lead us unintentionally into a state of confusion and conflict when they tell us what to do and believe.

Welfare
Drugs
Leisure Time
Abortion
Busing
Love
Work and School
Sex
Friendship
Viet Nam
Economics
Child Rearing
Crime Rates
Divorce Rates
Marriage
Politics
Health
Race Relations
Education
Over-Population
Aging and Death
Family
Student Rights
Personal Tastes



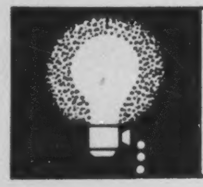
# ACTIVITY 9 POLLING YOUR OPINIONS

This is an activity to help you examine your feelings and values.

Look over the list of *Areas of Confusion and Conflict* on the previous page. Form a circle with four or five students that sit near you. Write a short statement of your feelings about three areas of confusion and conflict. Then share your feeling statements with the group. Have your group draw up three value statements and read them to the class. Have the class vote on your group's value statements.

**The voting should be as follows:**

- If you are strongly in favor of something raise both hands.
- If you are mildly in favor of something, raise your right hand.
- If you are undecided about a statement, fold your hands.
- If you are mildly opposed to something, raise one hand with your thumb down.
- If you are strongly opposed to something, raise both hands with both thumbs down.



**THOUGHT STARTER:**

"The best part of health is a fine disposition. It is more essential than talent. Nothing will supply the lack of sunshine to peaches and, to make knowledge valuable, you must have cheerfulness of wisdom." - Emerson

# ACTIVITY 10 HOW DO I FEEL ABOUT THE BEHAVIOR OF OTHERS?

These activities are to help you recognize the need to clarify values about your community.

## (1) Slide Activity

Take camera slides of people and places in your community. After the slides have been developed, show them to the class and try to supply titles for them. What do you feel the person wanted in the situation? What values do you think the person is expressing? What else might the person have done to get what he wanted? How do you feel about the act? What might you do in a similar situation?

## (2) Newspaper Activity — Viewpoints Reflect Values

Look through a recent issue of your school or local newspaper to find a story about a destructive act that took place in your school or community. For example, a group of students broke some windows in the building. Identify the opposing positions in this controversy: These students had every right to break the windows and should be rewarded, or these students had no right to break the windows and should be expelled permanently. Your assignment is to try to find as many differing views as possible. Poll your class. Have the students indicate their positions on a value continuum on the chalkboard or overhead projector to demonstrate all the possible viewpoints.

# ACTIVITY 11 VALUES GRID

This is an activity to help you clarify some of your values.

Draw this grid in your "Notes to Myself."

| Value Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |

Cartoon removed by ERIC due to copyright law.

# ACTIVITY 12 RANK ORDERING

This is an activity to help you clarify your feelings about social issues.

Read the following statements and rank order them 1, 2, or 3. Number 1 is the most desirable and 3, the least desirable. Form a circle with four or five students near you. Then have your group agree on a rank order for each statement.

A real friend would: (Rank order from most desirable (1) to least desirable (3).)

- condone your use of drugs
- try to talk you out of using drugs
- listen but not pass judgment

Which of the following persons are the least harmful to society? (Rank order from least harmful (1) to most harmful (3).)

- a drug pusher
- a major polluter
- a smut peddler

Government money should be spent first on: (Rank order from most desirable (1) to least desirable (3).)

- cancer research
- anti-poverty programs
- pollution control

# ACTIVITY 13 ALLIGATOR RIVER EPISODE

This is an activity to let you make some value judgments about human behavior.

Once there was a river called Alligator River. It was called that because it was full of alligators. No one could swim in it. As the years passed, the alligators died off, but the river kept its name. It still wasn't good for swimming because of pollution caused by dumping from various factories, including the Alligator Leather Goods Company.

On one side of the polluted river lived Angie. She was a very attractive, fifteen-year-old, who was sweet and kind to everyone and made no trouble for her parents. She was going steady with Gary, who lived on the other side of the river. He liked going steady with Angie because she was so popular and pretty and never did anything to get into trouble. Angie was happy that she and Gary were going together, though they went to rival schools.

Angie and Gary used to meet every afternoon after school on the old bridge over the Alligator River. Both of them were oblivious to the hundreds of cars that whizzed past them every day. They thought about the bridge only as a beautiful spot to meet.

Then one day, Gary wasn't there and Angie could not imagine what had happened. She went home feeling low. She was wondering what to do, when the phone rang. The caller was Gary. He sounded far away and not at all like himself. He told Angie he was feeling awful and having a "bad trip." He was alone and pleaded with her to come over to his house to help him.

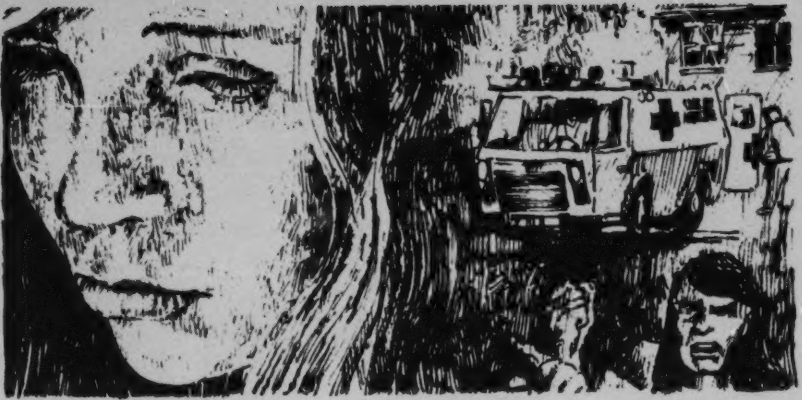
Angie immediately ran out of the house to go to help Gary. Just as she reached the bridge, she saw that it had finally collapsed from age and the weight of too much traffic. Angie wished she could swim across, but she knew that no one would dare to do that because the water was so polluted. What could she do? Gary needed her, and he might die without her help.

Finally she remembered Sam, a boy from school who had his own boat. Maybe he would take her across in his boat. Angie dashed over to Sam's house and asked. She told him about Gary's illness and explained that the bridge had collapsed.

Sam was willing to help Angie, but for a price. He told her he would take her across if she stole a camera for him from one of the stores down the street. Angie was horrified and pleaded with Sam to take her across without that condition. Sam would not change his mind.

What could Angie do? She went over to Bob's house nearby to ask him for help. Bob was a good friend who always listened well. She told Bob why she had to go across Alligator River and asked him to talk Sam into taking her without the condition. Bob liked Angie and would have liked to help her, but he did not want to get involved. He did not believe in violence and knew that, if he interfered, Sam might get violent. He felt this wasn't any of his business, so he apologized to Angie for not helping.

Angie thought for a while, then, seeing no other alternative, agreed to steal for Sam. She managed to shoplift the camera Sam wanted and took it to him. Sam then took her across the river.



On arriving at Gary's home, she found Gary very ill, so she got medical help. At first Gary did not know what was going on around him, but later, when he recognized Angie, he was very glad she had come when he needed her.

Gary, however, got "busted" for being on drugs. He realized that this was because of the help Angie had gotten for him. He was angry with Angie, feeling that she had turned him over to the Establishment. Angie told him that the only reason she had done everything she could was because she loved him. He would have died without medical help. In her desperation, she revealed that she had stolen a camera for Sam just so he would take her across the river.

That was the final straw! Gary was very shocked that Angie had stolen. He just couldn't believe that his ideal girl had shoplifted. He felt that she was no different from any other girl he had ever known. He told Angie he wanted nothing more to do with her.

Angie was heartbroken. In her unhappiness, she turned to Butch, who lived down the street. Butch became very angry when he learned how Gary had treated Angie. He felt Gary did not deserve her. He went over to Gary's and beat him to a pulp, leaving him sprawling on the ground.

Just as Gary opened one eye, he saw Angie walking away with Butch.

Rank Angie, Gary, Sam, Bob, and Butch in terms of desirability as friends or close associates.

After you have finished, get into groups of twos or threes and discuss reasons for your rank ordering.

## ACTIVITY 14 DESTRUCTIVE BEHAVIORS IN MY WORLD

This is an activity to help you realize that clear values are a resource of behavior, aiding you in clarifying what you want and suggesting a method for finding alternative means of satisfying your wants.

Keep a destructive behavior diary in "Notes to Myself" for one week. Each day list every destructive act or behavior you see or come in contact with. Record the time of the incident, how many persons were involved, and where the incident took place (home, school, etc.) At the end of one week, review the incidents in your journal, answering the following questions:

- What needs were the persons trying to satisfy?
- In what ways were the persons' acts destructive?
- What values do you think the persons held?
- How else might the persons have acted to satisfy their needs?

## ACTIVITY 15 MAGIC CONTAINER

This is an activity to help you clarify your feelings and wants.

Form a circle with four or five students near you. Your teacher will give each group a container. Think about some things you would like to own that would fit into it. Then have each member name some things he would like to have in the "Magic Container."

## ACTIVITY 16 THREE WISHES

This is an activity to help you clarify some of your beliefs, feelings, and attitudes.

You are going on a fantasy trip to the land of "Three Wishes." Let's say that tonight, when you start to pull the bed covers over you, you hear a tapping at your door. When you go to the door, you see a tiny green leprechaun, who promptly informs you that he is the good leprechaun who can grant you three big wishes. Write your three big wishes in your "Notes to Myself."

## ACTIVITY 17 IMPACT PEOPLE INTERVIEWS

This is an activity in which you interview people who have acted on their values and made constructive decisions to achieve their goals.

Interview several people who have accomplished the goals to which you aspire. Make up some questions that will help you: (1) define the goal, (2) determine the decisions that were made to accomplish the goal, and (3) identify some of the values that the individual indicated as he accomplished the goal. Practice interviewing others in the class.

Following the interviews, you may want to ask yourself the following questions:

- Do you still prize this goal?
- Did you freely select this goal? Did the people you interviewed select their goals?
- Have you done anything about your goal?
- Do you and the persons you interviewed share similar values?

Complete the following in your "Notes to Myself":

- By interviewing this person, I discovered that. . . .
- This interview helped me with. . . .
- Now I will. . . .

**THOUGHT STARTER:**

"Man's mind stretched to a new idea, never goes back to its original dimensions." Oliver Wendell Holmes.

# ACTIVITY 18 WAYS IN WHICH PEOPLE DECIDE *

This is an activity to help you think through the method you are using to make value decisions about life goals.

People often ask, "What shall I do?" There is no easy answer. It depends first on what you want to do with your life and second, on whether or not your action will help you to meet your goal. This means that you need to clarify your long-range goals.

Different people use different methods to make value decisions about life goals. A method that works for some people may not work for others. There are four basic methods. After you read each of them, decide for yourself which works best for you.

- The first method is "acceptance of authority." In this method you believe or do what someone or something says you should believe or do. The authority may be a *religious writing* like the Koran and the Bible; a *divine Being* or prophet, like Jesus, Mohammed, and Zoroaster; a *parent*, a *teacher*, or a *great person*; the *custom of society*; or an *inner voice*. You accept the commands, rules, or principles of the authority, whoever and whatever the authority is. The acceptance of authority is of two kinds: (a) uncritical acceptance, which means that you do not question but merely obey, and (b) reasoned acceptance, which means that you give thought to what it means to follow what is set forth.
- The second method is called "feeling." In this method, a person does whatever feels right or good to him. He does not concern himself with what others think he ought to do. He does not do complex reasoning. He merely does what feels right for him and follows his impulse rather than any course of reason.
- The third method is referred to as the "rational study of men and the universe." Those who use this method use logical reasoning to find out what their goals are. Certain values and standards already exist as part of the way the world operates. So a person needs to use his head (rational study) to figure out what the goals are.

- The fourth method is the observation and testing of experience. This means taking a careful look at all the facts to determine the best thing to do. A person adopts goals in life. He finds that he can proceed toward those goals in many ways. He chooses one particular way, and as he follows that way, he asks himself: "Is my goal a good one? Is this way really helping me to achieve my goal? Is there a better way?" By asking such questions, the person is testing his experience. On the basis of that testing he may decide to choose another goal or another way toward his goal. The observation and testing do not have to be from one's own experience. They may be from the experience of mankind, from a particular society, from other individuals, or even from a controlled situation, as in a laboratory experiment.

In groups of four to six, discuss the following questions about the development of your values:

- Do you follow one of these four methods all the time, or do you follow one method sometimes and another method other times?
- Do you know of anyone who does not follow any of these four methods to clarify his values about life goals? What method(s) does he use?
- Are there any other methods you use for clarifying your life goals? If so, what are they?

---

* The ideas for this discussion were taken from *Values and Decision Making* by Alexander Campbell. Cleveland, Ohio: Educational Research Council of America.

# REVIEW
# HOW DO YOUR VALUES AFFECT YOUR DECISIONS?

When you cannot make a decision, probably there is a conflict of wants or of values. Clarifying your values will help you make your decision.

Here are questions to ask yourself so you can clarify the values that affect your decision:

1. Do you have any decisions to make now?
2. What alternatives are open to you, what might their consequences be, and which one(s) do you think will best get you what you want? Use books, magazines, the library and other people's experiences to check this out.
3. What are some of the things that are important to you in this decision, or what are your values here? (Use valuing process here if you need to.)
4. Do any of the values you hold seem to be keeping you from making this decision?
5. List all the values involved in this decision and rank order them, that is, number them in order of importance, with #1 the most important, etc.
6. Are any of your values holding up your decision?
7. If so, think about it for a while and come back to it later.
8. How can you make a decision that will clearly represent your values?
9. If you still cannot make a decision, repeat the process above.
10. What is your final decision?
11. How did clarifying your values affect your decision?

# IN CONCLUSION

Values were defined as strongly held beliefs that a person has freely chosen, prized, and acted upon.

There are many theories about values. The approach used in this unit was "The Valuing Process," developed by Dr. Sidney B. Simon and his associates. You can determine which of the beliefs you hold are really values by putting your beliefs through the valuing process.

The experiences in this unit were limited to those that involve possible values you hold in relation to yourself, to other people, and to property. Values, like all other things in life, change. It is important that you choose what is right and helpful for yourself and others. What you may value in the future may be different from what you value today or what you valued in the past.

The purpose of this unit was to help you define, develop, and clarify your values so that you can make decisions that best recognize the human worth of both yourself and others.

Most of the strategies used in this section stem from workshops given by Dr. Sidney Simon of the University of Massachusetts at Amherst and appear also in the book, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. Hart Publishing, New York, 1972. Sidney B. Simon, Leland How and Howard Kirschenbaum. For further information on Values Clarification, including a list of national workshops, write to: Values Associates, Box 43, Amherst, Massachusetts 01002.

# UNIT 5

# THE NEW MODEL ME

# TABLE OF CONTENTS
# UNIT V - RESPONSE

WHY STUDY RESPONSE? .... 156
OBJECTIVES .... 158
Activity 1 - "Complete Sentences on Feelings" .... 160
Activity 2 - "Broken Squares" .... 162
Activity 3 - "Of Mice and Men" .... 163
Activity 4 - "Learning Aggression" .... 164
THE AGGRESSIVE RESPONSE .... 165
TIME OUT FOR REVIEW .... 167
Activity 5 - "What Would You Do?" .... 168
THE DECISION-MAKING PROCESS .... 170
DECISION-MAKING SKILLS .... 172
USING THE DECISION-MAKING PROCESS IN CONFLICT SITUATIONS .... 173
Activity 6 - "A Town Meeting on the School Code" .... 175
RESPONSIBILITY - TAKING OWNERSHIP OF ONE'S FEELINGS AND ACTIONS .... 177
THE DIFFERENCE BETWEEN CAN'T AND WON'T .... 180
Activity 7 - "Role Playing Your Responses" .... 182
Activity 8 - "Letters to Columnists" .... 183
Activity 9 - "Willing to Take Responsibility" .... 183
VIOLENCE AS A RESPONSE IN SOCIETY .... 184
INDIVIDUAL RESPONSIBILITY IN A GROUP .... 186
Activity 10 - "Wounded Knee - Individual and Group Responses" 187
Activity 11 - "Kent State - Individual and Group Responses" . 189
TIME TO CLARIFY YOUR THOUGHTS .... 190
THE DECISION-MAKING PROCESS .... 191
Activity 12 - "Changes on the Campus" .... 192
Activity 13 - "A Tale of Two Pigs" .... 194
TOOLS FOR PLANNING .... 196
GENERAL GUIDELINES TO SETTING GOALS .... 197
A PLANNING GUIDE .... 198
IN CONCLUSION .... 199

# WHY STUDY RESPONSE?

How we respond to particular situations in life depends upon both our awareness of the dynamics involved and our knowledge of different ways to deal with each situation, problem, or feeling. This unit will consider ways people respond to their dissatisfactions, problems, and frustrations.

To live more effectively we should increase our skill in decision making and increase the number of ways we have of dealing with our frustrations and problems.

This unit emphasizes the consideration of alternative responses and their probable effects. You will be encouraged to take increased responsibility for your own actions and feelings.

Being aware of your needs and the probable effects of your behavior on both yourself and others may help you as you

1) consider alternative responses
2) select the response that is most consistent with your own life goals.

# OBJECTIVES

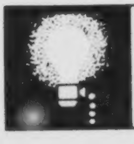
At the end of this unit you should be able to:

1. Use the seven-step decision-making process to make a personal decision, providing written documentation for each step.
2. List four community groups available to help people make responses.
3. Applying the principle for taking ownership for your actions and feelings, find the discrepancy in the statement,"You make me so angry."

# ACTIVITY 1 COMPLETE SENTENCES ON FEELINGS

This is an activity to help you clarify your feelings. Complete each of the following thought starters in your "Notes to Myself" with only one word. You may not use any word more than once. How many different words can you use to describe the way you feel?

When I am with a friend, I feel ____________
and I usually ____________
When I am alone, I feel ____________
and I often ____________
When I meet new people, I feel ____________
and I usually ____________
When I am with my family, I feel ____________
and I often ____________
When I am some place I have never been before, I feel ____________
and I usually ____________
When I don't know what I want to do, I feel ____________
and I often ____________
When I am with people older than I am, I feel ____________
and I usually ____________
When I am with people younger than I am, I feel ____________
and I often ____________
When I have a problem I can't solve, I feel ____________
and I usually ____________



**THOUGHT STARTER:**

"The best qualification of a prophet is to have a good memory."
- Halifax

Some Questions for Discussion:

In each of the preceding situations, what needs are you trying to satisfy?

In what ways other than the ones you listed might you have satisfied the same need?

What resources were you using to satisfy your needs?

How did you handle your frustrations?

Give an example of a response you made recently in a frustrating situation.

# ACTIVITY 2 BROKEN SQUARES

This is an activity to help you see how you respond to a group task situation.

The purpose of this activity is to develop increased awareness of different ways people respond to a group task.

The class will be divided into groups of six students each. Five students will participate in solving the group's task. One will observe.

Instruction to each group:

The teacher will give each group five envelopes that contain pieces of cardboard. The task is to form *five squares* of equal size, using only the pieces of cardboard in the envelopes.

Specific limitations (rules) imposed on each group during this activity:

- No member may speak.
- No member may ask another person for a piece of cardboard or signal that another person is to give him a piece.
- Members may, however, give pieces to other members.

Check with the teacher to be sure that the instructions are clear and all questions answered. Do not begin until the teacher gives the signal.

**THOUGHT STARTER:**

"All great discoveries are made by men whose feelings run ahead of their thinking." - Charles H. Parkhurst

# ACTIVITY 3 OF MICE AND MEN

This is an activity to help you clarify your feelings about human behavior.

"Rats and men seem to go through pretty much the same stages. First, they are trained to habitually make a given choice when confronted by a given problem; secondly, they get a terrible shock when they find that conditions have changed and that the choice doesn't produce the expected results; third, whether through shock, anxiety, or frustration, they may fixate on the original choice and continue to make that choice regardless of consequences; fourth, they sullenly refuse to act at all; fifth, when by external compulsion they are forced to make a choice, they again make the one they were originally trained to make — and again get a bump on the nose; finally, even with the goal visible in front of them, to be attained simply by making a different choice, they go crazy out of frustration. They tear around wildly; they sulk in corners and refuse to eat; bitter, cynical, disillusioned, they cease to care what happens to them."

Philip H. Phenix

- How do you feel about this statement? Can you give an example of human behavior that might follow the above description?
- What might cause an individual to follow the pattern of behavior noted in the description?
- Does everyone respond to difficulties in the way described by the author? What are some of the differences between mice and men in relation to both needs and behaviors?
- Do you think most people make decisions this way? Why or why not?
- How do we go about ridding ourselves of old, ineffective behaviors and adopting new, more helpful methods?
- How do you decide?

# ACTIVITY 4 LEARNING AGGRESSION

This is an activity that introduces you to some research in aggression.

Aggressive interactions occurring among three-to-four year old children in two middle class nursery schools were recorded for approximately 60 sessions over a 26-week period. For each aggressive act a detailed notation was made of the specific action, the victim's reaction, and the teacher's behavior. The hypothesis was proposed that the "victim's" reaction would have a critical effect on the aggressor's subsequent behavior. If the victim complied with the aggressor's wish or otherwise reinforced the aggressive act, it was predicted that the aggressor would be more likely to aggress against the same child on a subsequent occasion. However, if the victim counter attacked or the teacher intervened, it was predicted that the aggressive response would be temporarily suppressed and redirected to another child.

The results strikingly confirmed these propositions. The large majority of the aggressive responses resulted in a gain for the aggressor. (Patterson, Rittmen, and Bricker, "Assertive Behavior in Children." *A Step toward a Theory of Aggression*. Monogr. Soc. Res. Child Div., 1967, 32.)

- What are the implications of the above study?
- How do we learn to be aggressive?
- What alternatives do we have?

# THE AGGRESSIVE RESPONSE

One reason people select violent ways to solve personal or social problems is that for some people and in some situations those ways work — at least temporarily. As noted in the previous study, when a child got what he wanted by attacking another child, he tended to repeat the behavior in other situations.

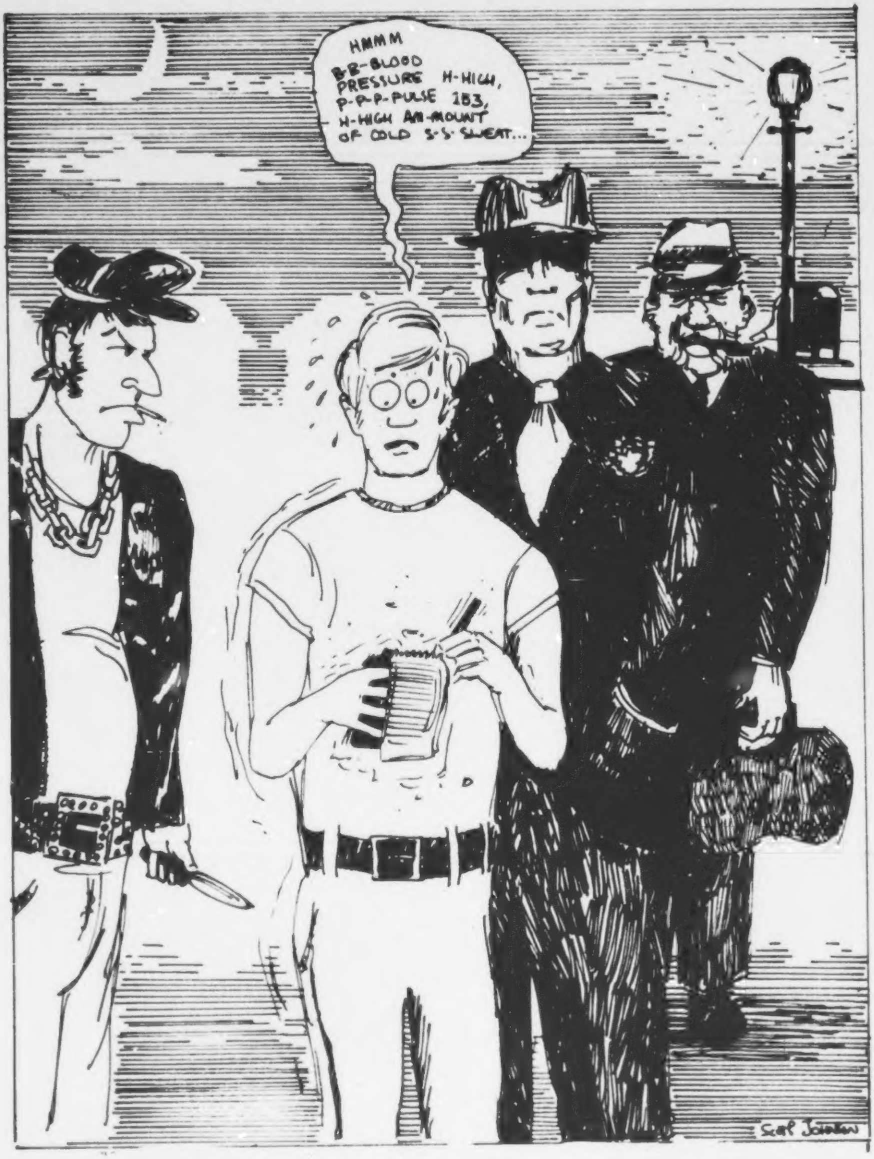
A person who is rewarded for fighting either by physical gain or by popularity among his friends is more likely to adopt fighting as a way of handling his problems than a person who has found other ways of gaining security or peer respect and friendship. The reward gained by any behavior, violent or otherwise, is called reinforcement.

We learn violent behavior in a number of ways other than by reinforcement. Sometimes we see others whom we respect gaining from forcefully aggressive acts. Reading or watching motion pictures or television may cause us to believe that our society not only accepts but recommends violent behavior. Often only the positive outcomes of aggression are noted, and the negative effects on self and others are ignored.

In many situations the emphasis is on victory or success. Little attention is given to how the methods chosen to gain that victory affect someone else. A win by one person often means a loss by another. Such a win may be a gain at the moment, but what might be the long-range consequences of such a victory? Questions like this are being asked as we face the task of living in an increasingly complex society, where both the short-range and the long-range consequences of our behaviors must be examined and reexamined.

For centuries we have used war, authoritarianism, conformity, personal and social violence, and institutional threat to provide for security, esteem, and growth. Now we are examining those methods to ascertain their probable immediate and long-range consequences on both ourselves and others. One of our major problems is that we cannot seem to stop using those methods long enough to find valid alternatives.

"Sorry fellas, but before you roll me,
I want to write my response in my notebook!"


HMMM
B-B-BLOOD PRESSURE H-HIGH, P-P-P-PULSE 183, H-HIGH AM-MOUNT OF COLD S-S-SWEAT...
Scott Johnson

# TIME OUT FOR REVIEW

In earlier units, you have come in contact with some of the underlying causes of human behavior. Behavior has not only causes but also effects — on oneself and on others.

Consequences may be looked upon in two ways:

*Immediate effects* — the immediate effects of a behavior on oneself and on others. For example, the immediate effects of speaking sarcastically to another might satisfy you, but might hurt or anger the one rebuked.

*Remote or long-term effects* — the effects that are not readily visible or known. For example, in the above situation, the remote effects might be to lose a friend or to make an enemy. This, in turn, might also have other long-term effects.

Evaluation of one's response indicates:

Understanding the feelings and motivations involved

Understanding reasons why a particular alternative is chosen

Examining both the immediate and the remote effects of the behavior (response)

If you are not responding as you would like, you may wish to examine numerous alternatives available and the possible immediate and long-term effects of each. By doing this YOU MAY FIND A BETTER WAY of responding.

## ACTIVITY 5 WHAT WOULD YOU DO

This is an activity to help you identify different ways of dealing with frustration. Write down your response to the following questions in your "Notes to Myself."

Remember a time when you got yourself into a difficult situation with your .................................. teachers
...... parents
...... boy/girl friend

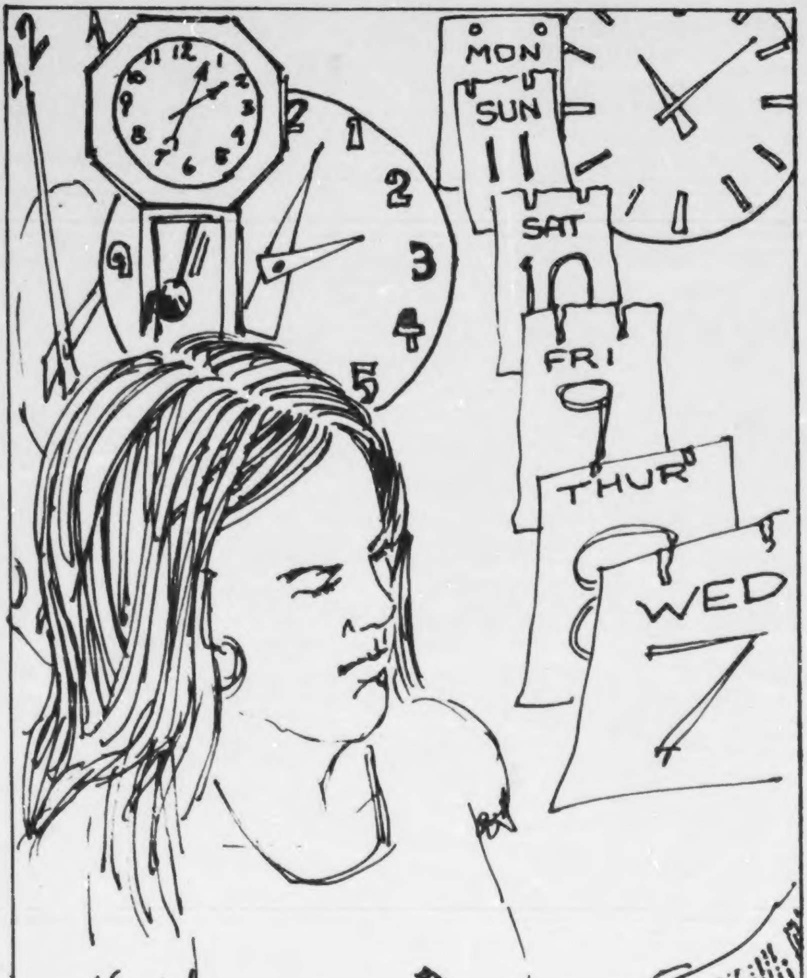
- How did you feel?
- How do you feel about it right now?
- What did you want to do then?
- What did you do?
- What do you think you would do now?

Think of a recent time when you were not sure what response you wanted to make. Even after you had responded, you were not satisfied with what you had done.

- How did you feel then?
- How do you feel now?
- What did you want in that situation?
- Have you thought of any responses you could have made?
- How do you think you would respond now in a similar situation?

Think of the person you feel is the most aggressive, hostile, and negative toward you right now. Every time you say something to him (her) you feel he (she) is trying to start a fight with you.

- How do you feel now when you think about the person and your relationship with him?
- What did you do about it then?
- What do you think you would do about it now?
- Did you have any alternatives before?
- Do you have any alternatives now?



Think of a time . . .

# THE DECISION-MAKING PROCESS

The steps involved in making effective personal decisions include the following:

- *First*, you examine what feelings you are trying to satisfy — what motivating forces seem to be operating.
- *Second*, you examine the probable immediate and remote effects of a selected behavior.
- *Third*, you examine the behavior in light of your own personal standard — your own goals and philosophy of life.
- *Fourth*, you may decide either for or against the selected behavior.
- *Fifth*, if the conflict is not resolved, you search for an alternative course of action that will satisfy the feelings you are trying to work out and that probably will have effects that fit your standards.
- *Sixth*, you make a decision.
- *Seventh*, you examine the results of your decision. If it has failed to do what you desired, you modify your behavior in order to reach your goals more effectively.

**Application**

Situation:

A young man who is concerned about persons who live in ghetto neighborhoods in the innercity is asked to circulate open housing pledges in his own attractive community.

1. What feelings might he be trying to satisfy?

   - Knowing his own desire for a pleasant, healthful place to live, he is aware of the universal desire of all persons for this; therefore he would like to see their feelings satisfied.
   - He has a desire to accomplish something worthwhile that will help others.
   - He thinks his parents would approve of his behavior.

2. What might be the effects of his course of action, which seeks to get people to sign open housing pledges?
   - Might get a lot of attention.
   - Might create a climate conducive for ghetto residents to move in.
   - Might incur the anger of the residents.
   - Might get the young man in trouble with his friends.
   - Might make little contribution to the problem.
   - Might create a group of persons interested in the problem.

3. What happens when he applies his standard to the proposed course of action and its possible effects?

   His standards: That all persons may live in healthful surroundings and in dignity.
   That he have approval and love of his friends.

   The young man in the situation finds that the proposed action is, or may be, in harmony with his standard.

4. Deciding possibly for or against a given course of action.

   The young man may decide to go out and collect open housing pledges because the action supports his feelings, because he believes the effects will be positive, and because the action is in harmony with his standard.

   Or

   The young man may decide not to go out and collect open housing pledges because, although the course of action supports his feelings and is in harmony with his standard, he feels that the effects would be more negative than positive. If this is what he decides, then he must go to a fifth step.

5. What alternative course of action can he choose?

6. Final decision.

7. Does the decision do what he wanted it to? He would need to check to find out.

   He must find an alternative that takes into account his feelings, the possible effects, and his standard. One example of an alternative he might find acceptable is to paint posters advocating open housing to be placed in store windows in the community. He may view this as copping out or he may view this as the first step in accomplishing his goals.

# DECISION-MAKING SKILLS

I know where and who I am and what I want or value in this situation.

I take full responsibility for what I am about to do.

I isolate the key factor, the one that can be changed or altered.

I find out who else is involved and how he feels about my contemplated action.

I use my heightened awareness and response skills.

I observe the nonverbal messages of others.

I consider both the short- and long-term effects of my behavior.

I use the decision-making process.

# USING THE DECISION – MAKING PROCESS IN CONFLICT SITUATIONS

Obviously, one does not use the total decision-making process for every decision one makes. As the decision moves from sheer choice to considerations related to one's basic needs, the difficulty in making the decision becomes more apparent. Decisions are normally of one of the following types:

1. *Sheer choice.* The daily life of each individual is filled with numerous choices of this type. Often these choices are made according to the habits of the individual and are relatively easy to make. Often there is no feeling of even having made a choice.

2. *Choice between two paths to the same basic goal.* In these situations, it is important to the individual to reach the goal, but how he reaches that goal is not important. For example, a woman may try to decide which pair of shoes to wear to a party at which it is important to her that she make a good impression. Or a man may try to decide whether to drive his car or take a bus to work. The goal is very important, but the method of reaching the goal is not. A student may have difficulty in deciding whether to take geometry this year and history next year or vice versa. In each of the above cases, the individual would consider the consequences of each alternative available and then make his choice. However, the decision is *relatively* easy.

3. *Threatening conflict.* This type of situation requires a decision involving several different goals, all of which are very important to the individual. Here the choice is very difficult and often means giving up something that is almost as important as the desired result. Here the need to go through the decision-making process is most important. Serious thought about the matter helps the individual identify the needs involved, consider the alternatives and their probable consequences, relate the needs and their alternatives to his personal values or goals, and make a choice.

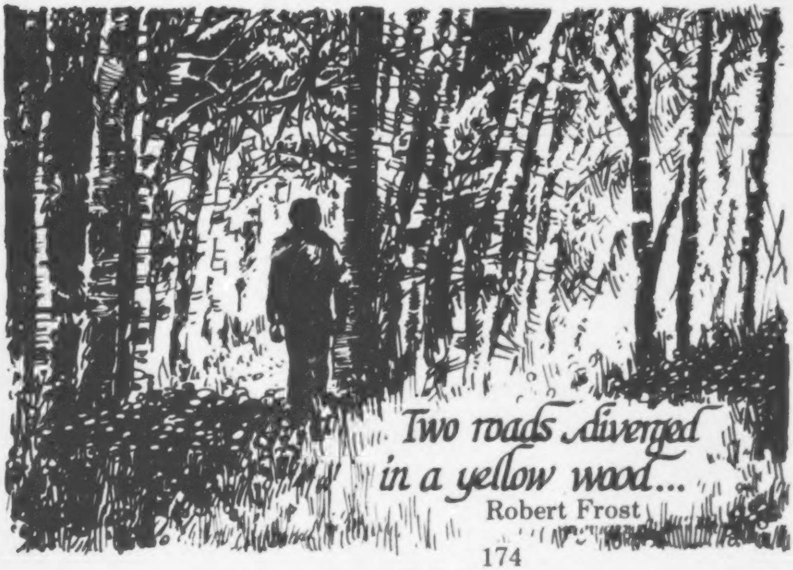
Faced with choices of this type, some people refuse to make a decision and suffer the internal conflict created by indecision. Others may make the choice on impulse, without considering needs or consequences, and regret the decision later in life. Both of these methods of handling the conflict tend to have adverse effects upon both one's self and others.

Sometimes one can find an alternative that will take care of all needs involved. The search for this kind of alternative takes time, energy, and thought, but the results are usually worth the investment.

As a class or in small groups you may wish to:

- Identify examples of each of the three conflicts noted above.
- Examine closely situations of the third type — threatening conflicts — discussing in detail the

  — needs or motivating forces involved  
  — the alternatives available and their immediate and remote consequences  
  — the values that are involved in the decision and that may be in conflict  
  — the alternative you feel you might select if faced with the situation



# ACTIVITY 6 A TOWN MEETING ON THE SCHOOL CODE

This is an activity to help you role play a behavior situation.

**Situation**
Controversy over a high-school dress code has board of education members, school administrators, students, teachers, and the entire community in an uproar. The board of education feels that the administration is not enforcing the established code. School administrators say they have made an attempt to enforce it but are not getting the support of all the teachers or of other adults in the community. Most of the teachers and students feel that the dress code is too rigid. Parents in the community have mixed reactions.

**Setting**
Much has been said about the situation, but the people involved have been unable to arrive at a solution. It has been decided to hold a town meeting at 8:00 p.m. to discuss the problem and to arrive at a solution that is satisfactory in some degree to each of the interested groups. A panel of concerned individuals representing each of the interested groups is preparing a presentation for the meeting. Panel members are:

- A moderator
- A board of education member
- A school administrator
- A teacher who is opposed to a rigid code
- A parent who is in favor of a rigid code
- A parent who is opposed to a rigid code
- A student who represents the student council's opinion that a rigid code is unnecessary

**Class Activity**
Plan to enact the panel discussion with members of your class portraying the various panelists. Prepare presentations that you think truly represent the persons' views. The moderator is to introduce the panel and determine a system of recognizing the various members. Those not on the panel will enact interested students and adults and will be asked for reactions during the question and answer period that will follow the presentations.

**Follow the Panel**

After the panel discussion and audience reactions, you can react to some of the following:

- What needs and feelings might have caused the panel members to act and respond as they did?
- As the panel progresses, how well were you able to anticipate how the various panel members would interact?
- What resources did you use in making certain responses?
- How do you feel about the conclusion reached?
- What do you think might be the short- and long-range effects of the conclusion reached? What alternatives were available?
- How might you have responded differently if you had been portraying one of the panel members?
- How or why has some issue that was once a sheer choice created such conflict in numerous communities? What are the needs and resources involved?

# RESPONSIBILITY — TAKING OWNERSHIP OF ONE'S FEELINGS AND ACTIONS

As used by people today, the word "responsibility" has several meanings. One is illustrated in this dialogue. An employer asked a prospective employee if he was a good worker. The man answered, "Yes, sir. Why, on my last job, every time something bad happened, they said I was responsible!" Another meaning is illustrated in these statements: A responsible person never drives without his driver's license. Always turn out the light when you are the last person to leave a room.

However, the word "responsibility" as used in this activity has a quite different meaning. It means taking ownership for one's own feelings and actions. When you exclaim, "You make me so mad!" you are failing to acknowledge that you chose to be angry. By refusing to accept ownership for your feeling, you contribute to your sense of helplessness.

Instead of being made angry, you have made yourself angry. To a greater extent than is generally recognized, a person has the freedom to select the feeling and the action with which he responds to another's behavior. Suppose someone tries to provoke you into a fight by insulting you in front of others. You can choose to get angry, you can make fun of the insult, or you can ignore both the person and the insult.

What does this discussion about responsibility (response - ability) have to do with one's behavior? One who takes ownership of his actions and feelings is in a position to not only change or control his feelings, but to change the situation as well. This person is no longer helpless or acted upon. His behavior is no longer determined by others. He becomes increasingly self-guided, selecting the responses that will be of the most benefit to both himself and others.

Here is a fictional example of a typical household argument:

*Teenager:* Can I have the car tonight, Mom?

*Mother:* Where are you going?

*Teenager:* Oh, wow! Do we have to go through that third-degree stuff every time I ask for the car? You're always making me feel like a kid. (Putting his feelings onto her.)

*Parent:* You don't have to antagonize me. I merely asked because I like to know where you are and, after all, it's my car. (She chooses to feel antagonized.)

*Teenager:* You and your precious car tee me off. I'll get a ride with someone else. (He chooses to be teed off.)

The above argument is a typical stalemate. But what if the participants take ownership of their feelings, which is a change in their responses? The dialogue might go something like this:

*Teenager:* Can I have the car tonight, Mom?

*Parent:* Where are you going?

*Teenager:* I'll gladly tell you, but I want you to know I feel you don't trust me when you ask that all the time. (By stating his feeling responsibly, he makes it impossible for her to say: "You don't have to antagonize me.")

*Parent:* It's not that I don't trust you. I ask because I care about you and where you go. And, by the way, it is my car.

*Teenager:* That's another thing. I feel you care more about what happens to the car than about me. I'm only going to the library, anyhow.

*Parent:* I didn't know you felt that way, but you're wrong. Of course I'd be inconvenienced if anything happened to the car, but I'd be devastated if anything happened to you.

*Teenager:* Mom, I appreciate your concern, but I'm a good driver.

*Parent:* I know you are, but I worry anyhow. I guess knowing where you are helps me worry a little less.

*Teenager:* I see that, I guess. Well, can I have it?

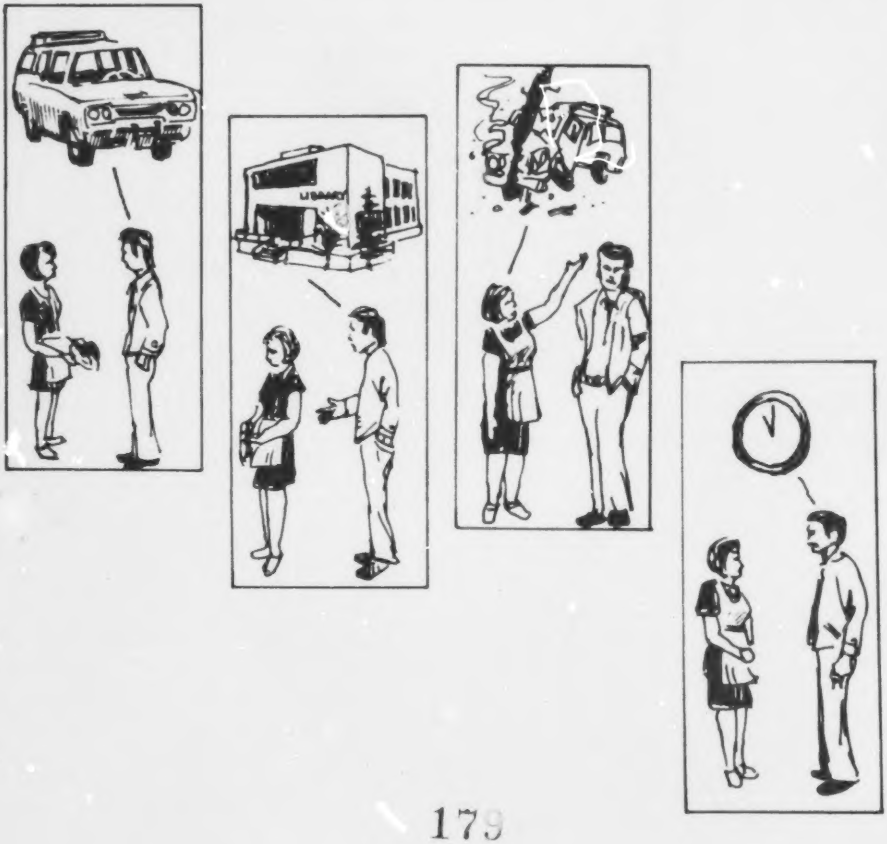
*Parent:* Yes, if you're going to the library. What time will you be home?

WATCH OUT! HERE GOES ROUND 2 IF YOU'RE NOT CAREFUL!

*Teenager:* (Decides to play it straight) It closes at 9:30, but I'd like to stop off at Frank's, so I probably won't be back before 11.

*Parent:* All right, but try to stick to that. I'll be frantic if it's midnight and no you.

*Teenager:* I understand that, Mom, and thanks. I'll try my best to get in by 11.



# THE DIFFERENCE BETWEEN CAN'T AND WON'T

Going right along with the idea of taking responsibility for one's own actions is what we call the "Can't/Won't Semantic Hangup." Simply put, this means using the word "can't" in situations where "won't" is meant. The natural question arises: "So what's the difference?"

In our culture the word "can't" usually is employed in a refusal to do something, not in a genuine inability to do it. When we say we can't comply with a request or a demand, usually we mean that we refuse to comply. By using "can't" we try to convince others that what we can't do is out of our control. "I can't. It's against my religion, principles, morals, rules, nature." We say this as though our religion were something outside ourselves, something that is literally restraining us, like handcuffs or some other external agent. A more honest, responsible answer (one for which we take ownership) would be, "I won't. I will not go against the teaching of my religion." Here the choice is clearly ours and we acknowledge it as such. We are not putting the blame on something "out there," out of our reach or power to control. The interesting thing about can't/won't is that we seldom believe someone who says he can't. We know full well that usually he is perfectly capable of doing what is asked. (Sometimes we are even told, "There's no such thing as "can't.") An exception would be as follows:

"Want to play football?"

"I can't. I broke my leg and am in a cast up to my hip."

This we believe. But how about:

"Want to take in a show Friday?"

"I can't go. My parents won't let me."

**THOUGHT STARTER:**

"A man wrapped up in himself makes a mighty small package." Walter Pitkin

We know better than this, as evidenced by our unspoken thought, "I wonder why she really doesn't want to go." A truer, more honest answer (more honest because it is believable and direct) would be:

"I won't go. My parents told me not to, and I choose to obey them."

We grant this sounds like so much verbal nitpicking because the distinction between can't and won't seems slight. The next time you hear yourself using "can't," try restating it. Use "won't" and see if it doesn't feel a lot closer to your real feeling. This distinction seems small, but making it is an important step in getting in touch with who is really in charge of you and what you do.

Cartoon removed by ERIC due to
copyright law.

# ACTIVITY 7 ROLE PLAYING YOUR RESPONSES

This is an activity to help you determine what you might do in frustrating situations.

The following are five role-playing situations. As a class, decide how many characters are necessary for each situation, so that each student can be involved in one play. If the class is large, you may want to create additional situations, or if small, to omit one.

Each role-play group is to create and rehearse a play privately. You may wish to have a surprise ending. At the conclusion of the role playing, you should announce in a single sentence the "moral" of the play.

- You are in a class that is boring you. The teacher seems to be rambling on and on.
- You are with a group of your friends in your parents' car. You told your parents that you would be home at 11:30 or so. The gang wants to go for hamburgers. If you go, you will be late.
- It is your first real date with a person you like and find interesting. You have been with him/her at a number of school functions with the whole gang around. After the date you find that there are definite differences of opinion about parking. (Variation: two couples on a double date)
- Someone in authority has asked several of you to do something you definitely do *not* want to do.
- Over the weekend, you and a group of friends damaged the new addition to the school building. The principal has informed the entire school that he will cancel the dance and the "Battle of the Bands" unless he finds out who damaged the building.
- When I do something I think is wrong, I . . .
- Sometimes I am aggressive if . . .
- Sometimes I blame other people for making me mad or hurting my feelings because . . .

## ACTIVITY 8 LETTERS TO COLUMNISTS

This is an activity to help you analyze some behavior problems.

Bring in recent columns of "Dear Abby" and "Dear Ann." Outline a person's problem on the board or the overhead projector. First, see if the person has clarified his feelings and wants in his letter. If he has not, see if you can identify some feelings and wants he may have had. Next, see whether the person indicates that he has taken responsibility for his feelings and actions or blames someone else for his problems and hurt feelings.

- How might you respond to his letter?
- How might you suggest to him that he take responsibility for his feelings and actions?

## ACTIVITY 9 WILLING TO TAKE RESPONSIBILITY

This is an activity to help you clarify your feelings about responsibility.

You may know quite a few people who are willing to accept responsibility for what they say or do. Do you personally know anyone who strongly believes in an idea, acts upon it, and is willing to take responsibility for it?

Many well-known people in the past and present have illustrated this kind of responsibility. Their consciences dictated that certain laws were unjust. However, these individuals still respected the laws and were willing to take society's punishment for breaking them. Some, like Martin Luther King and Gandhi, even went to jail for acting upon their beliefs.

- Read about Martin Luther King, Thoreau, Gandhi, and other advocates of nonviolence.
- Discuss the actions each of them chose in response to a social problem and the ways in which each took responsibility for his actions.
- How effective do you think their responses have been in bringing about change?
- Have you ever acted upon something in which you strongly believed?
- Were you willing to take the consequences for your responses?

# VIOLENCE AS A RESPONSE IN SOCIETY

In our society, force in several forms is used and sanctioned. Most of these uses of force have the potential of producing harm. This approval of force by a large segment of society and its potential for harm may be very confusing. This is particularly true when the ideals of nonviolence and peaceful methods of dealing with conflict receive equal verbal support from a similarly large part of society.

The proposition that we must go to war to maintain peace often has met with resistance, sometimes violent resistance. Even a superficial examination of current approaches to social problems demonstrates that these approaches leave much to be desired.

To learn to consider the needs of others and the effects of one's behavior on others is not easy. Laws are supposed to be arrangements to help people live together in ways that respect the dignity and the human rights of each individual. Because this ideal has not always been maintained, one often hears discussions of "just" and "unjust" laws.

One form of force is represented by a national, state, or local government's use of force in connection with "just" laws, laws that tend to be helpful to human development. Some people have not developed to the extent that they can live within these "just" laws. On occasions the violator's frustration level is so high that he does not even think rationally or consider others. Such people may have to be isolated to prevent further harm to society. Force may have to be used. Society often expects that care will be taken to produce no more harm, but this expectation is difficult to meet. During and after isolation, there should be attempts to rehabilitate the violator.

Questions concerning the use of violence to enforce "unjust" laws and the force used in counter attack or defense are much more complex. "Unjust" laws are those that tend to be detrimental to human development. Consideration needs to be given to methods of changing these laws and/or developing methods whereby those oppressed by the "unjust" laws may have their grievances heard and acted upon through the democratic process.

There are other factors that continue to confuse the issue. Inconsistency or discrimination in enforcement tends to contribute to the frustration of individuals and groups. The concept of "fairness" may need to be considered in the application of law. However, how can fairness be evaluated without adequate understanding of the dynamics underlying the illegal behavior?

Law, its application, and its enforcement tend to function best when both causes and consequences are considered.

As a class, you may wish to discuss various forms of violent behavior, continuing to note the interaction of the needs of people, their personal resources, and the setting, which either facilitates or frustrates the needs of both individuals and society.

Some of the items you may wish to consider include the following:

- The violent response of the law enforcing officer against those violating just laws
- The violent response of the law enforcing officer against those violating unjust, inconsistently applied, or discriminatory laws.
- The violent response of the law enforcing officer against one who has broken no laws
- Violence of the person who breaks a just law (e.g., theft, assault, robbery, vandalism)
- Violence as a response to an unjust law
- Violence resulting from daily disputes between individuals
- Violence in sports
  - within the rules of the game
  - in violation of the rules of the game
- Violence of war as a defensive action upon being physically attacked by another country
- Violence of war to promote political ideology or to protect economic investment
- Violence of war to acquire additional territory, influence, or other material benefits

# INDIVIDUAL RESPONSIBILITY IN A GROUP

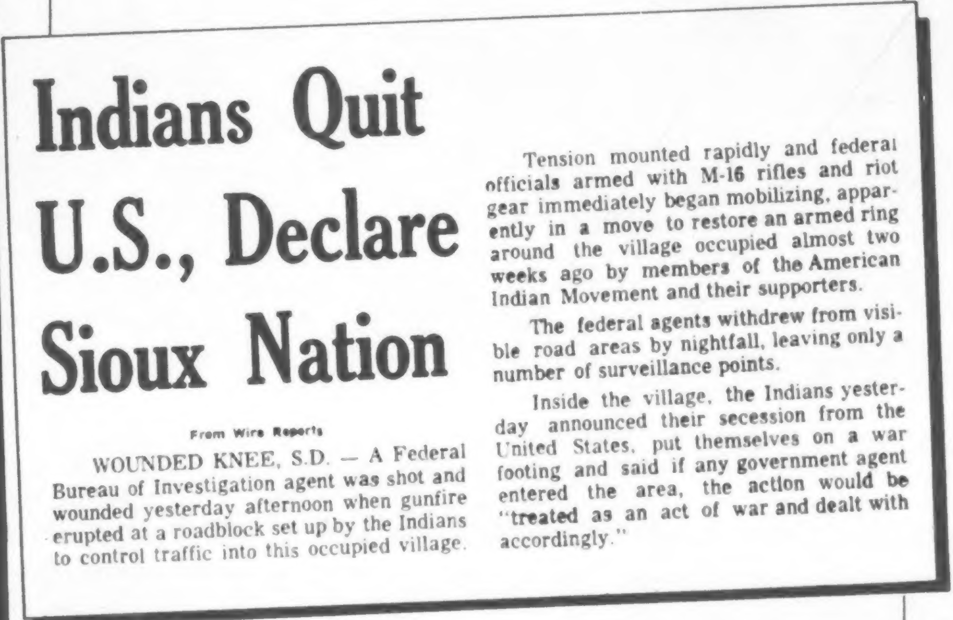
You have had an opportunity to examine your individual response. You have been asked to consider possible alternatives for your responses and examine the alternatives from the viewpoint of long- and short-term effects. An important idea of this unit is that you and you alone must take responsibility for your response. Individual responses within a voluntary group will now be examined. Some questions you might ask yourself are:

- How responsible are you as part of a group for your responses within the group?
- What responsibility do you bear for the responses of the group?
- What effects of a group response might you as a group member receive, even though you do not participate in the specific response of that group?

# ACTIVITY 10 WOUNDED KNEE - INDIVIDUAL AND GROUP RESPONSES

This is an activity to clarify how group responses affect individual group members.

Wounded Knee Protest - The Oglala Sioux Indians of South Dakota rebelled against what they felt was unfair treatment by the U.S. Government. There were many issues involved in the protest. At one point, a small group of Indians isolated themselves on the reservation and occupied a small village. A newspaper account of one incident is provided for discussion. The article was written in March, 1973.



## Indians Quit U.S., Declare Sioux Nation

From Wire Reports

WOUNDED KNEE, S.D. — A Federal Bureau of Investigation agent was shot and wounded yesterday afternoon when gunfire erupted at a roadblock set up by the Indians to control traffic into this occupied village.

Tension mounted rapidly and federal officials armed with M-16 rifles and riot gear immediately began mobilizing, apparently in a move to restore an armed ring around the village occupied almost two weeks ago by members of the American Indian Movement and their supporters.

The federal agents withdrew from visible road areas by nightfall, leaving only a number of surveillance points.

Inside the village, the Indians yesterday announced their secession from the United States, put themselves on a war footing and said if any government agent entered the area, the action would be "treated as an act of war and dealt with accordingly."

After you have read the article, write a short answer to the questions that follow. Join with three other members of the class and come to some agreement on the questions listed. Choose one of your group to share your answers with the rest of the class.

- To what degree has our society provided for or failed to provide for the full development of this minority group by providing equal opportunity, adequate support systems, and channels for grievance satisfaction?
- Why did the Oglala Indians choose to protest in this manner?
- What needs are being satisfied by the protest group?
- Why might they have chosen this method?
- What about those of the tribe who do not wish to take part in the protest and who have been forced by the conflict to move from their homes in Wounded Knee?
- What is the responsibility of the "average" citizen of our society in situations like this, and what alternatives for response are available?

**THOUGHT STARTER:**

"As soon as there is life, there is danger." R. W. Emerson

# ACTIVITY 11 KENT STATE - INDIVIDUAL AND GROUP RESPONSES

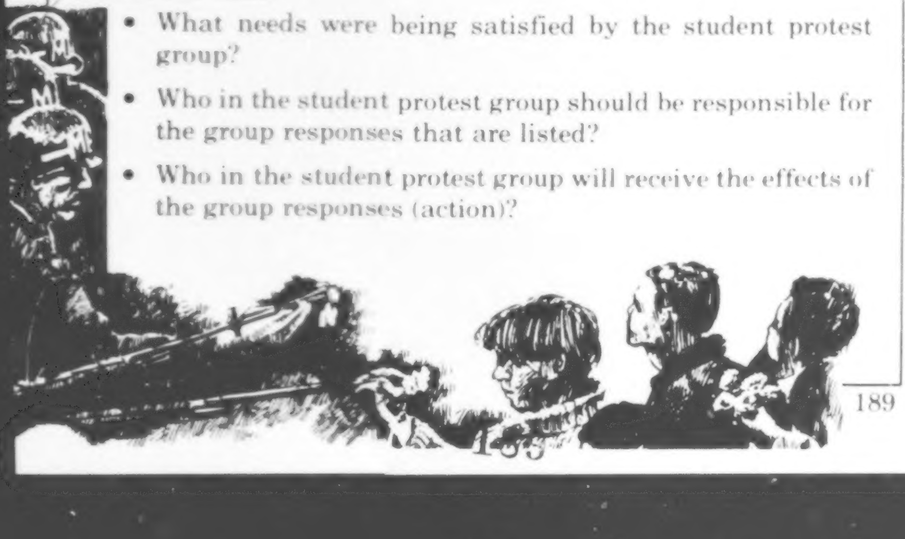
This is an activity to clarify how group responses affect individual group members.

Kent State Protest - The results of the Kent State protest on May 2, 3, 4, 1970, were among the most tragic of the results of all the college campus protests. Large numbers of students were protesting civil rights and war issues. It is hard to say what led to various group responses during the days of the rioting. What caused the group responses and where the complete responsibility for them lie is much too complex a task to look at here. Listed below are some results of responses of various group actions (responses). Look at the results from the standpoint of a college student who participated in the protest movement.

- The burning of a Reserve Officers' Training Corps building
- The burning of an archery shed
- The vandalizing of city buildings
- The threatening of merchants in Kent, Ohio
- Bodily injury to 58 National Guardsmen
- The killing of four Kent State protesters by National Guardsmen

After you have read and considered the above responses, write a short answer to the questions that follow. Then join with three other members of the class and come to some agreement on the answers. Choose one of your group to share your answers with the rest of the class.

- What needs were being satisfied by the student protest group?
- Who in the student protest group should be responsible for the group responses that are listed?
- Who in the student protest group will receive the effects of the group responses (action)?



# TIME TO CLARIFY YOUR THOUGHTS

You have worked through activities that dealt with group protest issues. The questions you attempted to answer were not easy. It is possible that you ran into considerable disagreement within your groups. Membership in a voluntary group, whether it be a small group of friends or a large group connected with a protest movement, has advantages and disadvantages for individual members.

The advantages of belonging to a voluntary group are that as humans we help satisfy some of our basic needs of belonging, friendship, and self-esteem. Belonging to a group also helps individuals gain support for feelings, attitudes, and values. The price for the advantages is that, although individuals within a group are still in control of their own responses, the effects of the group action or response will be felt by all group members.

A campus protest group that burns a building is an example. Even though certain members individually decide not to take part in the burning, their membership in the group means that they will receive the effects of the group action. A summary of an Ohio grand jury's findings of the Kent State incident from U.S. News and World Report, Nov. 2, 1970, stated: "It should be also said that the many hundreds of students who described themselves as merely observers or cheerleaders are not totally free of responsibility for what occurred there." The same might be said of members of the socalled "Establishment," who simply sat back and watched the events unfold. You may want to list some other effects individual members experienced from the protest group action at Kent State. What about the effects on our total society?

Whether or not to join a voluntary group involves decisions and weighing of the advantages and disadvantages of group membership. We suggest that, before agreeing to be a member of a group, you take time to clarify your feelings by going through much the same steps as you would for making any individual response. The decision to belong to a group is an individual response, as is the decision to influence or not to influence group decisions.

# THE DECISION-MAKING PROCESS

- *First*, you examine what feelings you are trying to satisfy — what motivating forces seem to be operating.
- *Second*, you examine the probable immediate and remote effects of a selected behavior.
- *Third*, you examine the behavior in light of your own personal standard — your own goals and philosophy of life.
- *Fourth*, you may decide either for or against the selected behavior.
- *Fifth*, if the conflict is not resolved, you search for an alternative course of action that will satisfy the feelings you are trying to work out and that probably will have effects that fit your standards.
- *Sixth*, you make a decision.
- *Seventh*, you examine the results of your decision. If it has failed to do what you desired, you modify your behavior in order to reach your goals more effectively.

Cartoon removed by ERIC due to copyright law.

# ACTIVITY 12 CHANGES ON THE CAMPUS

This is an activity to help you make a decision about group membership.

You are a student at a small college and have just come out of an afternoon class. As you cross the courtyard to go to your next class, you hear some loud voices. You think that perhaps some people are celebrating the spring weather. The noise is such that you decide to find out what is happening.

In a short time, you discover a small group of students gathered around three or four speakers, who are complaining about various things on the campus. They are unhappy with the food in the cafeteria, the expense of books and materials in the campus book store, the large numbers of students in the same classroom, too few places for housing students on campus, and many other things.

The group has decided that to bring about the changes they want on their campus, they will inform others about their feelings instead of complaining to one another. They vote to inform the college officials about their complaints.

One of the students suggests that all who are upset should sign petitions to give to the college officials in the hope that they will take action. Others, who had tried this method before and found it to be unsuccessful, want to use stronger measures such as a boycott or a sit-in. Through the boycott, they propose to have all the students avoid using the cafeteria and the bookstore. They think this will force the management to provide better and less expensive services.

A few students, who want more excitement, propose making big banners or posters and marching to the college president's office to present their demands for changes on the campus.

The students who are upset about the cramped or poor housing want to protest by erecting tents in front of the administration building and living in them. They hope that this will make the college officials realize the difficulties students face in obtaining housing on campus and make them build more and better housing.

Two students standing near you are talking about getting some spray paint and using it to write slogans on the campus buildings.

You agree with some of the complaints of the group and are trying to decide whether or not to join the group of protesters.

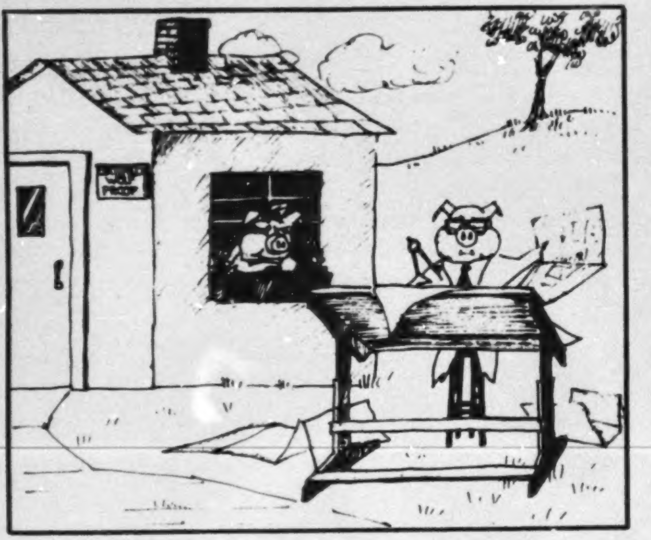
- Do you think you will join the protesters?
- Why?
- Why not?

**THOUGHT STARTER:**

"If you can find a path with no obstacles, it probably doesn't lead anywhere." Frank A. Clark

We have no right to ask when sorrow comes, "Why did this happen to me?" unless we ask the same question for every joy that comes our way. - Philip S. Bernstein

## ACTIVITY 13 A TALE OF TWO PIGS



This is a fable, the moral of which you must figure out.

Once upon a time there were two pigs (a third one had gone into marketing and disappeared) who were faced with the problem of protecting themselves from a wolf.

One pig was an old timer in this wolf-fending business, and he saw the problem right away — just build a house strong enough to resist the huffing and puffing he had experienced before. So, the first pig built his wolf-resistant house right away out of genuine, reliable lath and plaster.

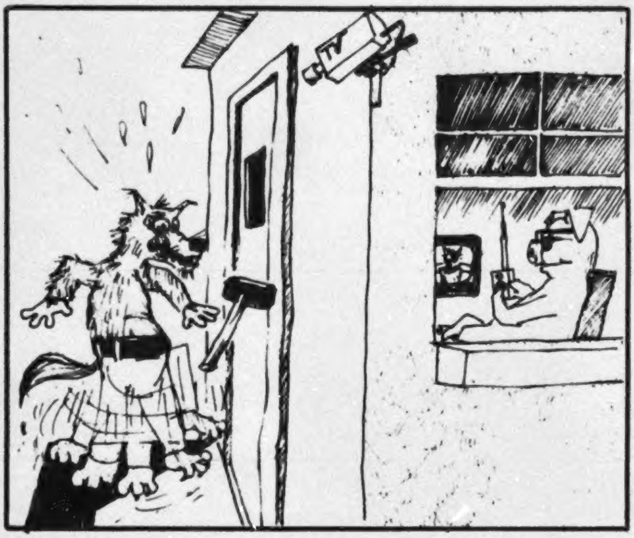
The second pig was green at this wolf business, but he was thoughtful. He decided that he would analyze the wolf problem a bit. He sat down and drew up a matrix (which, of course, is pig latin for a big blank sheet of paper) and listed the problem, analyzed the problem into components and possibilities of wolf strategies, listed the design of objectives of his wolf-proof house, determined the functions that his fortress should perform, designed and built his house, and waited to see how well it worked. (He had to be an empiricist, for he had never been huffed and puffed at before.)

All this time, the old-timer pig was laughing at the planner pig and vehemently declined to enter into this kind of folly. He had built wolf-proof houses before, and he had lived and prospered, hadn't he? He said to the planner pig, "If you know what you are doing, you don't have to go through all of that jazz." And with this, he went fishing or rooting or whatever it is that pigs do in their idle hours.

The second pig worked his system anyway and designed for predicted contingencies.

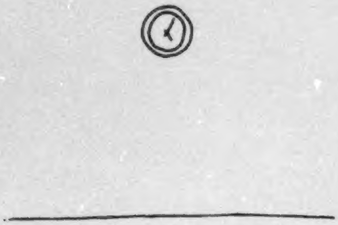
One day the mean old wolf passed by the two houses (they both looked the same — after all, a house is just a house). He thought that a pig dinner was just what he wanted. He walked up to the first pig's house and uttered a warning to the old timer, which was roundly rejected, as usual. With this, the wolf, instead of huffing and puffing, pulled out a sledge hammer, knocked the door down, and ate the old timer for dinner.

Still not satisfied, the wolf walked to the planner pig's house and repeated his act. Suddenly, a trap-door in front of the house opened, and the wolf dropped neatly into a deep, dark pit, never to be heard from again.



# TOOLS FOR PLANNING

Of the five planning tools listed below, you can obtain the first four easily. The purpose of this unit is to give you number five — a method.



1. Uninterrupted time

2. Comfortable chair

3. Desk or table

4. Pen or pencil

5. A method

# GENERAL GUIDELINES TO SETTING GOALS

Success in daily living can be enhanced by action. Talking about what you want to do and doing it are two different things.

Goal setting, short-range and long-range, is a means to action. In setting a goal, the following guidelines will enhance the potential of a successful experience:

It must be CONCEIVABLE, that is, able to be thought of in a person's imagination.

It should be ARTICULABLE, that is, capable of being put into words.

It should be BELIEVABLE to the person setting it.

It should be CONTROLLABLE, subject to the permitted involvement of others.

It should be MEASURABLE in time and accomplishment.

It should be DESIRABLE, that is, something "I want to do."

It should be "GROWTH-FACILITATING" to self and/or others.

**THOUGHT STARTER:**

Perserverance - On a cold morning in January a snail started to climb up the trunk of a cherry tree. As he inched his way painfully upward , a beetle stuck his head out of a nearby crack and jeered, "Hey Buddy, you're wasting your time. There ain't any cherries up there." The snail barely paused as he replied, "There will be when I get there."

# A PLANNING GUIDE

When you have a goal or project, here is a planning guide to help you achieve it.

1. **Write down the name of the project.**
   The name acts as a convenient handle. It makes the plan more specific, more concrete.
2. **Write down the purpose. What do I want or hope to accomplish?**
   Use numbers or quantities here, so you can later measure how well your plan succeeded. Even with less clear-cut projects, it is sometimes possible to reduce your aims to numbers.
3. **Select a plan of action from all alternatives and organize a step-by-step procedure.**
   What are the short- and long-term consequences of each alternative?
4. **List all the people whom you will need or who will be involved in your plan.**
   Is there any groundwork you must lay before you can begin?
5. **Gather the things you need to carry out this program. These are the resources.**
   Do you have them all? Which ones are missing?
6. **Prepare for expenses in money, supplies, and energy.**
   No one has unlimited funds. If you had, almost any plan would work. What other costs would be involved, such as energy?
7. **Set timetables.**
   Make two timetables — one for how long it will take to get ready, the other for how long it will take to carry out the steps.
8. **Allow for some periodic progress reports.**
   A chart or a graph may help you to keep track of progress.
9. **Evaluate the results.**
   Your progress reports will serve partly for this. Use the plan itself to check back over each item to see how well you stuck to your intentions. Think in terms of your original objectives and the objectives reached. Did you stick to your expected method, change it, or use additional ones?

Remember: When your project is crucial and must not fail, have an alternative plan ready. Work it out carefully, so if you need to use it, you will be ready.

# IN CONCLUSION

Now that you have completed the Response Unit, it is time to review some of the ideas that were presented. This unit is called "Response" because it deals with decision making and planning.

An important concept in this unit was the "Decision-Making Process." This process involves the steps in making effective personal decisions. Whenever you need to make an important decision, refer back to the seven-step Decision-Making Process.

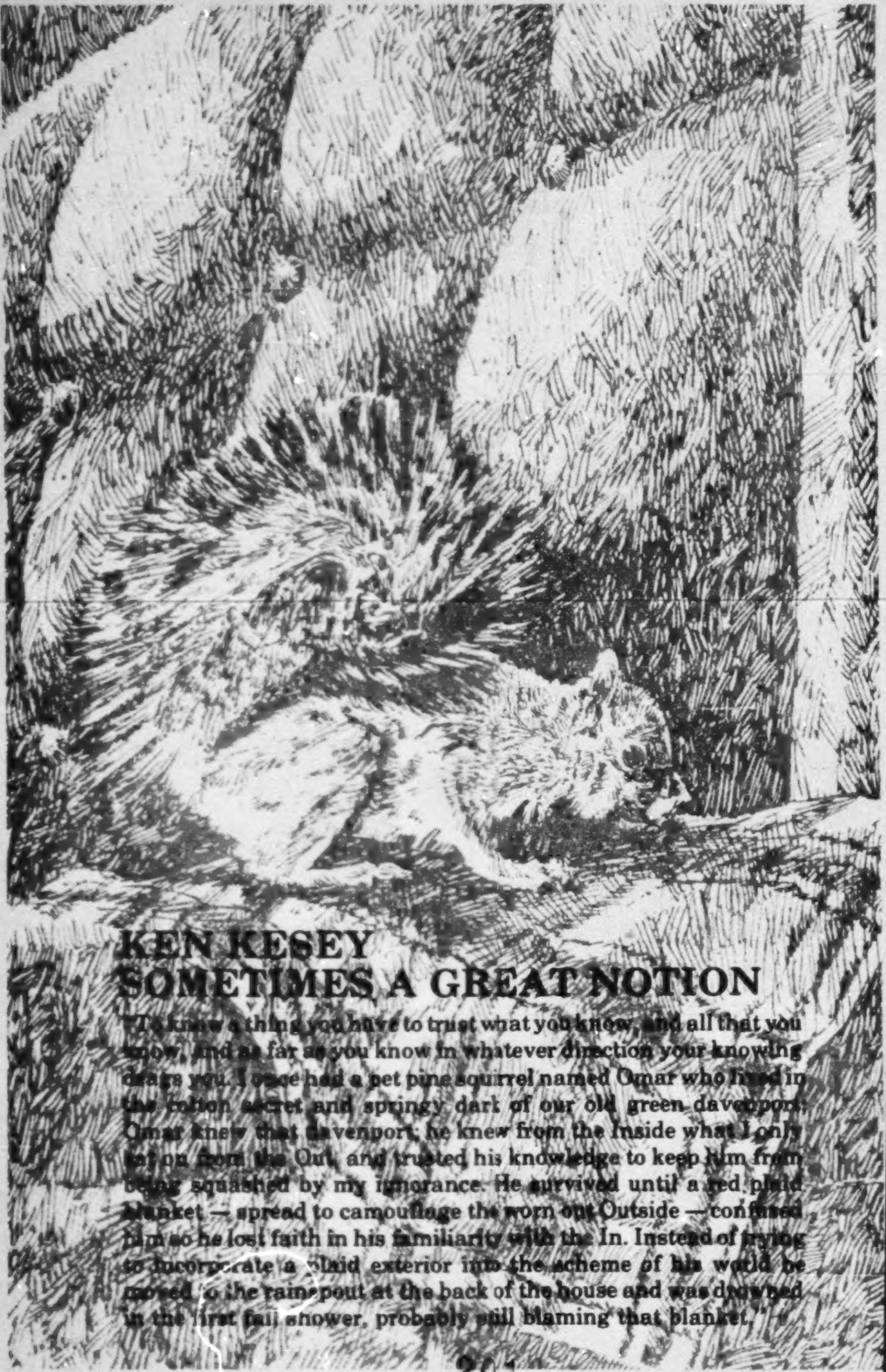
Another important concept in this unit was "Responsibility." Responsibility means taking ownership of your actions and feelings. When a person takes responsibility, he becomes an independent agent, who freely chooses how to feel and act. Such a person will not permit himself to be manipulated or used, because he accepts full responsibility for his actions and feelings. Thus, when a person joins a group, he is willing to accept the consequences of membership in that group.

At the end of this unit, a "Planning Guide" was introduced. This nine-point guide lists the important steps involved in planning long-range goals. Whenever you have an important goal, refer to this guide to help you get the results you want.

The purpose of this unit was to help strengthen your decision-making and planning skills. It is hoped that the ideas and activities in this unit will help you make constructive decisions and take increased responsibility for your feelings and actions.

# UNIT 6

# ME
## THE NEW MODEL



# KEN KESEY
# SOMETIMES A GREAT NOTION

"To know a thing you have to trust what you know, and all that you know, and as far as you know in whatever direction your knowing drags you. I once had a pet pine squirrel named Omar who lived in the cotton secret and springy dark of our old green davenport. Omar knew that davenport; he knew from the Inside what I only sat on from the Out, and trusted his knowledge to keep him from being squashed by my ignorance. He survived until a red plaid blanket — spread to camouflage the worn out Outside — confused him so he lost faith in his familiarity with the In. Instead of trying to incorporate a plaid exterior into the scheme of his world he moved to the rainspout at the back of the house and was drowned in the first fall shower, probably still blaming that blanket."

# TABLE OF CONTENTS
# UNIT VI - CHANGE

WHY STUDY CHANGE? .......... 204
OBJECTIVES .......... 206
A SECOND LOOK AT THE BEHAVIOR EQUATION .......... 208
Activity 1 - "Life Lines — Review and Preview" .......... 211
Activity 2 - "The Age of the Non-Man" .......... 215
Activity 3 - "Let's Redesign the Cover" .......... 218
Activity 4 - "I Think I've Changed" .......... 218
A COMMITMENT TO CHANGE .......... 219
NEEDED STUDIES AND RESEARCH .......... 222

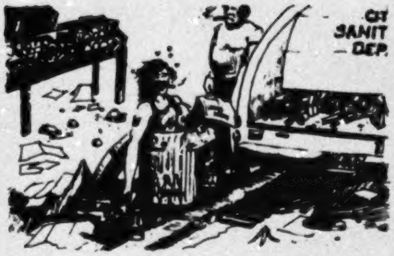
# WHY STUDY CHANGE?

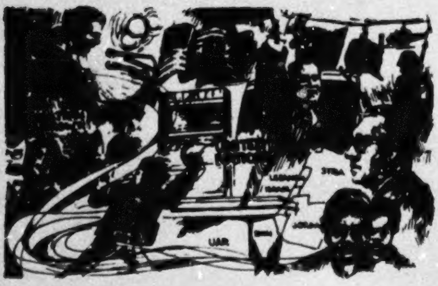
The study of change is an appropriate conclusion to a program that has dealt with human behavior and human relationships. In the preceding five units, you have considered your role as a maturing individual uniquely experiencing and responding to the world around you. With each new experience, you are changed — life is dynamic. With each new response, you change others — life is vibrant.

The focus of the *Change Unit* is on evaluating and planning change. Think about the activities you have done in the past weeks, think about yourself with increased self-awareness, and think about your skills in dealing with here-and-now decisions. If you find a personal significance in the many classroom interactions, then you know that you have formed new feelings about yourself.

Throughout this unit, think about plans for your future. Change and the future go hand in hand. Change and the future are envisioned in the present and interpreted in light of the experiences of the past. Thus, the final unit encompasses past, present, and future as a living, dynamic, and vibrant process of growth. A grasp of this approach is part of a healthy adjustment to life — learning to deal with and actively planning for "A New Model Me."

# OBJECTIVES





At the end of this unit you should be able to:

1. Write an essay describing yourself as you would like to be, including a discussion of your reaction to controls and frustration, how you feel about yourself, and what you value.
2. Submit in written form a planning program for one of your important life goals.

# A SECOND LOOK AT THE BEHAVIOR EQUATION

The activities in this unit are designed to help you evaluate yourself. How much have you changed since you began this program? Are your actions satisfying your needs? Are you taking responsibility for your feelings and actions? Do your actions show that you respect the human worth and dignity of yourself and others? Are your actions helping you to grow? How have you changed?

To help you evaluate the changes in your life, a review of the Behavior Equation is included in this unit. In any situation, a person's needs, resources, and the immediate physical setting influence his behavior. Human beings have to satisfy many needs, ranging from the physical needs for clothing and food to high-level needs for self-actualization. It is helpful to consider alternative ways to satisfy needs, because blocked needs can create frustration.

As a person tries to work out
his motivating forces (MF)
(needs)

they interact with
his personal resources
and the immediate physical setting
(IPS)

to produce BEHAVIOR

Behavior can be:

CONSTRUCTIVE OR DESTRUCTIVE, depending in each instance on the motivating forces, the personal resources, the immediate physical setting, and the short- and long-term effects on the real self and others.

|  | interacting with |  | interacting with |  | produces |  |
|---|---|---|---|---|---|---|
| MF | + | R | + | IPS | = | BEHAVIOR |

which has

Short-Term Effects + Long-Term Effects

This process of meeting personality demands may be viewed as follows:

1. Every person is faced with human needs.
   Such needs include:
   - achieving a measure of self-respect (being a person in one's own right and being recognized as a significant person)
   - achieving a measure of emotional security (feeling that he has control over or protection from the things he thinks may hurt him)
   - achieving a feeling of belonging (feeling a measure of acceptance and a degree of love from others)
   - dealing with sex feelings
   - dealing with the demands for activity and rest
   - satisfying the requirements for food, water, and air
2. In attempting to satisfy these needs, a person devises or adopts methods.
   He uses whatever ideas, skills, attitudes, and other resources he has available. He may find that he can

perform some activities more skillfully than others. He may see someone using a method that looks good to him and adopt it, or he may learn about a method through listening or reading.

3. A person tends to continue to use a method that he finds helpful.

   Usually he gives more emphasis to short-term effects and less to long-term consequences, unless he has had experiences to help him become aware of the more remote effects.

4. In trying to satisfy his needs, a person may meet some barriers.

   He may have difficulty in achieving the respect of the peer group or feeling that he amounts to something. People may underestimate his abilities. He may feel that he is being pushed around or that he is not respected at home. He may not be able physically to do the things he wants to do. He may be worried.

5. A person feels frustrated when he meets a barrier that he cannot easily overcome.

   This is an unpleasant feeling that he tries to resolve. He uses whatever ideas, skills, attitudes, and other resources he has available.

6. A person may use temporary and ineffective methods to bypass the barrier if he does not know of a constructive and acceptable way to resolve the frustration.

   These methods may include sexual exploitation or the use of aggression or drugs. When he finds that one method does not work, he may try other temporary devices.

7. A person needs to understand the human motivations underlying behavior.

   He needs to understand the nature of frustration and the differences between constructive and destructive methods of resolving it. He needs to learn the differences between various methods of satisfying needs, including their short- and long-term effects. Such an approach promotes the growth of constructive behavior.

# ACTIVITY 1 LIFE LINES — REVIEW AND PREVIEW

The following series of activities is designed to help you develop and use planning and evaluation skills to deal with the changes in your life. You may want to record your responses to each phase of the activity in your "Notes to Myself." Form a working triad with two other students and do several sequential activities. Find two students with whom you work well, since this will be the final small-group activity of the curriculum and may take considerable time. Pull your chairs together so you face each other.

## PHASE I "Life Line in Review"

- Draw a line horizontally across the middle of an 8½" x 11" blank paper. The line represents your life from birth (at the left end) to the present (at the right end).
- Privately review the years you have lived. Along the line, label the events that were *turning points* in your life.
- You may wish to discuss some of the events with your group. What caused or led to the turning points? Did frustration often precede or follow them? How did you deal with the frustrations? Are many of the turning points in your life similar to those of other group members?

## PHASE II "Life Line in Preview"

- Draw a line horizontally across the middle of an 8½" x 11" blank paper. The line represents your expected life from the present (at the left end) as far into the future as you wish (toward the right).
- Privately imagine the years you have ahead of you. Along the line, label the events you believe will be *turning points* in your life.
- You may wish to discuss some of the events with your group. What will you need to do now to make your expected future become your probable future? What frustrations do you foresee?

### PHASE III "The Ups and Downs of Life"

- A turning point can mean a change upward toward a more fulfilling life or a change downward, a step away from life goals. Think for a moment of a business chart with its upward and downward turns. Privately develop a chart of your life — past, present, and future. Mark upward and downward turning points that represent your feelings of personal fulfillment or lack of fulfillment, respectively.
- Write a brief explanation of your "line."
- Share with your triad any ideas or feelings you are willing to reveal.

---

### PHASE IV "Time to Regroup"

- List twenty adjectives that most accurately describe you as a student right now.
- List twenty adjectives that most accurately describe you in regard to your relationships with family and friends.
- List twenty adjectives that most accurately describe you in regard to your personal fulfillment.
- Put each adjective into one of these categories:

**Positive** **Neutral** **Negative**

- Share with your triad any ideas or feelings you are willing to reveal.

---

### PHASE V "What Do I Want to Achieve?"

- Make a list of some of the career goals and achievements you would like to attain. For example, you might want to be a teacher, an Air Force pilot, a diesel truck driver, or a member of an Olympic team.
  - Share a goal from this list with the members of your triad.
- Make a list of some of the goals or achievements you would like to attain in your relationships with family and friends. For example, you might want to get married and have children, go out on a date with a famous movie star, get along better with your parents, or become better acquainted with one of your friends.
  - Share a goal from this list with the members of your triad.

- Make a list of some of the goals and achievements you would like to attain that would bring you personal happiness and fulfillment. For example, you might want to have children because of the personal happiness that rearing children would bring.

  - Share a goal from this list with the members of your triad.

---

PHASE VI "Assigning Values to My Achievements"

- Look back to PHASE V and assign an importance value to your list of career goals and achievements. In front of each item on your list, write the number that signifies its importance value.

  1 - of little importance to me

  2 - of moderate importance to me

  3 - of great importance to me

  4 - of very great importance to me

- Look back to PHASE V and assign an importance value to your list of goals and achievements relating to your family and friends. In front of each item on your list, write the number that signifies its importance value.

- Look back to PHASE V and assign an importance value to your list of goals and achievements relating to personal happiness and fulfillment. In front of each item on your list, write the number that signifies its importance value.

  - Share with your triad some of your ideas and feelings about the importance of each of these areas.

---

PHASE VII "A Plan for My Future"

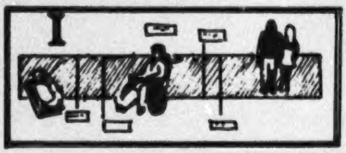
- Look over all three of your goal lists in PHASE VI and make another list of the goals or achievements that are of *very great importance to you*. These would be items from each of the three lists to which you assigned a #4 importance value.

- Establish a planning program for several of your most important goals or achievements. Referring to the "Planning Guide" in the Response Unit, list the steps that must be taken in order to achieve each goal. Set a timetable for achieving each step.

- Consider developing and signing written contracts with the other members of your triad, indicating that you agree to work toward your goals.
- Share with your triad any ideas or feelings you are willing to reveal.
- Make some "I learned" statements in your "Notes to Myself."

  "I learned that . . ."

  "The goals or achievements I consider most important are . . ."



# ACTIVITY 2 THE AGE OF THE NON-MAN

This is an activity to help you analyze some of man's modern problems.

## "The Age of the Non-Man"

by Russell Baker

How far is American know-how from producing a disposable man?

Closer perhaps than it seems. Sears, Roebuck and Company is already marketing a stingless bee, for people who want to keep bees without really being bothered. The stingless bee, of course, was inevitable, just as the disposable man is. It is merely the latest in a long line of breakthroughs that have brought us into the Nothing Generation, or, as social psychologists might call it, the Non-Age.

The purpose of the Non-Age is to make it possible for the Nothing Generation to get through a complete non-life without any of the untidy bothers of living, like bee stings. Hence, the non-bee.

Other adjuncts of the good non-life include the fuzzless peach, the seedless grape, and the odorless booze (vodka). All serve the same basic function as the stingless bee. They relieve man of the need to come to grips with nature by devising schemes to keep peach fuzz off his chin, seeds out of his appendix and neighbors from knowing that he is snockered.

The child of the Nothing Generation is naturally swaddled in a disposable diaper. As he grows, he goes to a painless dentist. His father lives in a no-down payment house and wears a wrinkle-free, drip-dry wardrobe. On formal occasions he wears a clip-on tie.

The essence of non-life is non-involvement, more positively known as playing it safe. And so literature has created the anti-hero for the anti-theater and the anti-novel. The anti-hero sits around in garbage cans doing nothing for hours, except saying "no" to life and waiting to be disposed of. He is a great favorite of the Nothing Generation, which can listen to him for hours, even on caffeine-free coffee.

When the anti-hero wants to carbonate his stomach, he takes a non-caloric soft drink. It comes in a disposable, no-deposit, no-return bottle, or a throwaway can. For amusement, he sits in dehumidified air watching non-actors perform non-dramas about non-people and absorbing advertisements which tell how to take the misery out of washday, the odors out of living, and the challenge out of opening a milk can.

The beauty of the Non-Age is that it makes non-life so easy and creates so much leisure time to enjoy non-living. The disposable diaper, for example, not only takes half the agony out of parenthood, but also gives the parents time to drink more odorless booze, without offending baby's delicate nose.

The throwaway bottle saves them from the unpleasantness of seeing junior sulk when ordered to take the bottle back to the store. It also gives them a chance to worry each other about why junior has nothing to do with his time but wolf fuzzless peaches and seedless grapes.

The Non-Age, fortunately, provides for junior, should the non-life hang heavily on his hands and make him edgy. The doctor will prescribe some tranquilizers to keep him in a non-emotional state. The prescription will be written with a throwaway pen.

In this state junior may be induced to turn down the anti-music on the phonograph and turn his hand to something perfectly unchallenging, like keeping stingless bees.

The stingless bee, incidentally, reaches the market at the same time as the topless bathing suit and the topless evening gown. Both will soon take the last disturbing shred of curiosity out of anti-hero.

What next in the march toward a better non-life for all Americans? The workless job is already well developed. The disposable conscience is old hat. There is room perhaps, as recent events in St. Augustine and Mississippi suggest, for the painless truncheon, though a case can be made that when safe, uninvolved, non-living becomes absolute, everything will be painless.

No. What the nothing generation needs for self-completion is the disposable man. He will be able to pass from disposable diapers to the trash can, leaving no trace but an estate for his disposable children.

- How do you feel about what the author has written about change?
- What are some needs of modern man in the "Space Age"?
- What resources will man need to develop to function fully in such a world?
- How do the immediate physical setting and the space age technology influence behavior?
- What alternatives do you have to our becoming "disposable men"?

## ACTIVITY 3 LET'S RE-DESIGN THE COVER

This is an activity to help you see how you have changed since you began this course.

*Re-design the front cover,* basing your design on all the activities and experiences in this book.

What pictures, messages, ideas, symbols, thoughts, and questions would you use to decorate the front page?

## ACTIVITY 4 "I THINK I'VE CHANGED"

This is an activity to help you share with the class any changes you have experienced during this course.

Often in a course like this, strong and warm feelings develop among class members. This activity will give you the opportunity to share the changes you have experienced during the course.

Form a circle in the center of the room. Anyone who wishes may start by telling how he feels he has changed since the course began. Begin with "I think I have changed because . . ." Take no more than five minutes. When you are finished, you can find out how you have changed (or not) in the eyes of the others

**THOUGHT STARTER:**

"Instruction ends in the classroom, but education ends only with life." - R. W. Robertson

# A COMMITMENT TO CHANGE

Written the morning of September 7, 1972, in Cleveland, Ohio
. . . a personal note

As I write this, a concluding experience, one of a long series of experiences in this program, I feel very numb, almost senseless. Last night, by means of the electronic miracle of television, I came to know again revulsion and a feeling of despair.

The first time I felt those feelings deep in the pit of my stomach was in the fall of 1963, when I heard the radio announcing the news, "President Kennedy has just been shot!"

The second time was when I heard the news from a television bulletin, "Martin Luther King has been slain by a hidden assassin!" Assassin! What a word to use in place of the real word — murderer!

Then again, for what I thought would be the last time for a long time that I would feel the pang in my stomach, came the news of the destruction of another life that held such great promise — "Robert Kennedy has been slain in a hotel hallway while campaigning for the Presidency!"

But here it is again. Last night, very late in the evening, the spokesman for the German government released the tragic news. As a result of a maniacal revolutionary group, the remaining members of the Israeli Olympic teams that had been held hostage for over twenty hours in Munich had been ruthlessly obliterated, wiped from the face of the earth, killed!

And what of the setting of such a brutal event? The Twentieth Olympic Games had had an aura of peace and coexistence since their beginning. There had been a few dissatisfactions, which is not unusual in competitive events such as the Olympic games, but these had, for the most part, been either resolved or accepted. The competitors themselves had demonstrated how harmony and peace could be maintained in a kind of competition that can stimulate personal growth.

But this feeling of harmony and peace has been destroyed by undoubtedly dedicated, but ruthless, revolutionaries, whose real purpose is questioned when the obvious results are observed. Who at this moment really knows what the long-term consequences of this one act of violence may be? Much will depend upon the quality of our response.

I want change! There is so much that is so wrong! — Such hunger where there could be joy, such despair when there could be hope, such fear when there could be mutual security. But how can that change be brought about? What can I as one human being do to influence whatever world is yet to be?

What approach will be effective in reducing the violence that has become such a part of our everyday lives? Counter-violence? I think not.

What we have learned about the dynamics of the human personality indicates that we must work directly on the causes of violence, the factors producing the problem, the frustrations that no longer challenge, but destroy.

While we must attempt to provide more adequately for the physical needs of man, we cannot stop there. Such limited vision leans to a materialism that contains the seeds of its own destruction. If we are to grow as persons, as a people, we must be aware of and respond to the higher-level needs of man for love, self-respect, and competency.

A better world begins with me and my commitment to the goals that I have defined for my life. Both the *means* and the *end* must be considered, for they tend to be very closely related.

To respond effectively, we must become increasingly aware of why we do what we do. With the help of others, we can clarify our needs, our wants, our values. Since there is often more than one way to attain an objective, to reach a goal, we can examine various alternatives and select the ones that promise maximum growth to self and others.

The emphasis of the future must be not just on the technological advancement of our society, but on the actualization and realization of full human potential, which needs the opportunity, the freedom, and the resources necessary for full development.

That is my commitment for both the present and future: to the best of my ability to provide for the opportunity, the freedom, the resources for the realization of the fully human potential of both myself and others, to realize that *what is* speaks only of the possibility of *what might be*. Ways in which I plan to carry out my commitment include:

. . .using what influence I have to open doors for those who have been discriminated against too long

. . .encouraging, supporting, believing in those who already have too many doubts about themselves

. . .taking appropriate action to see that words such as "open housing" and "equal opportunity" remain not just words, but become more of a reality

. . .doing all that I can by speaking, writing, and personal involvement to help as many as possible realize the importance of understanding, compassion, and love in the world of today as well as the world of tomorrow.

In my own way, I have put my commitment to change on paper and shared it with you. What about you? Why not try to do the same. Write in your own words your commitment to change, and share it with someone. And may God help us both to get these commitments on paper and into *action* — positive, constructive, and effective.

E. E. M.

# NEEDED STUDIES AND RESEARCH

Here is a list of topics and problems which, according to the American Personnel and Guidance Association's Peace Commission, needs study. The list covers topics such as world peace, poverty, pollution, and the population explosion.

1. Present activities of students at various levels related to world peace and other world needs.
2. Organizations which have desirable youth programs related to world peace and other world needs.
3. Effective group and individual procedures and programs in working with youth to help them develop constructive attitudes, values, and activities related to world peace and other related areas.
4. Development of interest inventories more directly related to world peace.
5. Collaboration between social studies teachers and counselors in junior and senior high school in promoting world mindedness and social responsibility.
6. Development of information needed for a "Directory of Activities, Studies, Careers for World Peace."
7. Development and descriptions of new, emerging, and needed careers related to world peace and great world needs.

8. Study of concerns, attitudes, opinions, and values of students at different levels and with different backgrounds related to war and peace.
9. Study, apply, and evaluate procedures for helping student clarify life purposes as part of career planning. Descriptions of procedures in various schools and other settings.
10. Study of youth's need to be needed, to participate in activities needed in the immediate as well as in the world situation.
11. Study of the relation of world needs and world peace to vocational development theory.
12. Clarification of the counselor's role in conflict resolution, and relating the principles and procedures here to various life situations from the family to the world.
13. Study of effective use of life models for world peace such as Gandhi, King, Fulbright, and Hammerskjold.
14. Development of guidance materials for high school students going to colleges and universities with study and experience programs related to world peace and great world needs.